REPORT RESUMES

ED 002 786 24
BARRIERS TO COLLEGE ATTENDANCE.
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SOUTHERN STATE COLLEGE, MAGNOLIA, ARK.
REPORT NUMBER CRP-008 PUB DATE MAY 59
EDRS PRICE MF-$0.27 HC-$5.96 149P.

DESCRIPTORS- *COLLEGE ATTENDANCE, TALENTED STUDENTS, *ECONOMIC STATUS, *FAMILY INFLUENCE, *RURAL URBAN DIFFERENCES, QUESTIONNAIRES, SOCIOECONOMIC INFLUENCES, COLLEGE PLANNING, CURRICULUM EVALUATION, ECONOMIC DISADVANTAGEMENT, *STUDENT INTERESTS, COMPARATIVE STATISTICS, AMERICAN COUNCIL ON EDUCATION (ACE) PSYCHOLOGICAL EXAMINATION, MAGNOLIA, ARKANSAS

OBJECTIVES OF THE STUDY WERE TO DETERMINE THE NUMBER OF COLLEGE-ABILITY HIGH SCHOOL SENIORS IN ARKANSAS WHO DO NOT CONTINUE THEIR EDUCATION, AND TO WHAT EXTENT RURAL-URBAN BACKGROUNDS, SOCIOECONOMIC FACTORS, AND INDIVIDUAL MOTIVATIONS ARE RELATED TO STUDENTS' EDUCATIONAL AND OCCUPATIONAL PLANS. THE STUDENTS GRADUATING IN 1957 WHO ACHIEVED A SELECTED LEVEL OR ABOVE IN THE ACE PSYCHOLOGICAL EXAMINATION FORMED THE BASIC POPULATION. APPROXIMATELY 15,000 HIGH SCHOOL SENIORS WERE ASKED TO REPLY TO A QUESTIONNAIRE CONCERNING THEIR PLANS FOR FURTHER EDUCATION AND RELATED FACTORS. A FOLLOWUP WAS MADE TO DETERMINE HOW MANY OF THE 1957 GRADUATES WENT ON TO COLLEGE. QUESTIONNAIRE DATA WERE ANALYZED TO IDENTIFY FACTORS WHICH WERE INVOLVED IN EDUCATIONAL AND OCCUPATIONAL PLANS AND WHICH DIFFERENTIATED BETWEEN THE HIGH-ABILITY STUDENTS WHO GO ON TO COLLEGE AND THOSE WHO DO NOT. THE EXTENT TO WHICH ARKANSAS SENIORS PLANNED TO ATTEND AND DID ATTEND COLLEGE WAS SOMEWHAT DISAPPOINTING. WHILE 45 PERCENT OF THE RESPONDENTS, IN APRIL, INDICATED PLANS FOR ATTENDING COLLEGE, ONLY 28 PERCENT WERE ACTUALLY ENROLLED IN COLLEGE THE FOLLOWING FALL SEMESTER. GENERAL RECOMMENDATIONS FOR IMPROVEMENT OF CURRENT HIGH SCHOOL PROGRAMS ARE INCLUDED. (JH)

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THE REPORT OF A STUDY OF FACTORS RELATED TO EDUCATIONAL
DISCONTINUANCE OF HIGH-SCHOOL GRADUATES

ED002786

BARRIERS TO COLLEGE ATTENDANCE

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The research reported herein was performed pursuant to a contract with the United States Office of Education, Department of Health, Education and Welfare

Preface

The shortage of trained personnel in areas which traditionally require college preparation has focused national attention on the problem of educational discontinuance of high school graduates.

A number of studies have been made regarding the post graduation activities of high school seniors; but none of them have all of the characteristics of the study reported here. The size and geographic spread of the sample, the follow-up of the entire group regarding college attendance, the analysis of the total sample as well as a closer look at the high-ability seniors—some or all of these things—differentiate this from other studies of a similar nature.

In reporting the results of this study, an attempt has been made to follow accepted research procedures yet to make the findings meaningful and easily grasped by the non-professional as well as the professional educator.

While the sample for this study was drawn from a single state, the factors analyzed are not limited to any one geographic area. And it is believed that the factors analyzed in this study—economic status, place of residence, high school curriculum followed, family traditions, etc.—would, proportional to their presence, have a similar influence on high school graduates in any geographic location.

This report should have a special appeal to high school counselors, school and college administrators, and to all who are interested in scholarship programs—be they recipients, donors or administrators.

Appreciation is expressed to Miss Inez Couch and Dr. Wade Baskin for reading the manuscript and making many valuable suggestions for its improvement.

Francis Stroup
Dean C. Andrew
Magnolia, Arkansas
May, 1959

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PART I

Introduction

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CHAPTER I

Feast and Famine

"You never miss the water till the well runs dry." That familiar statement is a succinct and fitting explanation of the current unprecedented interest in the American educational system.

To be sure, this interest is a somewhat volatile variable and, at the peaks of its intensity, probably reflects some superficial and transitory concern. The clamor which has resulted from this ephemeral interest was aptly described by John W. Gardner as coming from individuals who had never had two consecutive thoughts on education before the launching of the first sputnik but who on that fateful day "went into orbit and started beeping."[8]*

But well before this climactic event, there was a growing concern in our society regarding the impending imbalance between supply of and demand for trained personnel; educators had made numerous studies which revealed the fact that a relatively small number of high school graduates were availing themselves of the opportunities for specialized training which the colleges afford.

In 1949 Morehead made a study of 1,727 graduates of 29 Arkansas high schools. Information provided by the superintendents of these schools the following October indicated that 31.5 per cent of these spring graduates were attending college.[7] Of the graduates who ranked in the upper fourth of the American Council on Education** Psychological Examination according to previously established local norms, 54 per cent went on to college.

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* Numbers refer to references at the end of Part I.

** In future references American Council on Education will be abbreviated ACE.

The study also indicated that a greater per cent of the boys than of the girls went to college and that the per cent of graduates attending college was, in general, greater for large schools than for small schools.

From questionnaires returned by approximately 25,000 Minnesota high school seniors of 1950, Berdie selected a 10 per cent sample for intensive study. Data from this sample indicated that approximately one-third of the students exceptionally well qualified to go to college were not planning to do so. Post graduation plans of the students were also analyzed according to the sex of the respondents as well as to their geographic, economic and cultural backgrounds.[4]

In a survey including about 70 per cent of the state's 1954 high-school graduates, the Department of Public Instruction of North Carolina found that 31 per cent entered college. The study suggested as factors related to college attendance: 1) the location of colleges, 2) financial resources of the graduates, 3) scholarship aid, and 4) motivating forces within a community which stimulate pupils to enter college.[5]

From a study of Arkansas high-school graduates of 1954 who had taken the ACE Psychological Examination and the Cooperative English Test on mechanics of expression, Jones found that less than one-third of the total group went to college the following semester.[6] He found that those who enrolled in college had a higher average test score than those who did not enroll; but there was considerable overlapping of scores between the two groups and many of the non-enrollees had higher test scores than a large number of the enrollees had.

Frequency of reasons given by 150 capable high-school graduates for not going to college were tabulated; lack of finances was mentioned most often.

Daughtry and Hawk at Emporia State Teachers College reported the post-graduation activities of Kansas high-school graduates of the classes of 1955 and 1956.[9] They found the percentage of 1956 graduates reported as entering college to be 38.7, which represented a decrease (probably attributable to an increased number of respondents) from the 40.4 per cent entering college from th 1955 class. However, the percentage of valedictorians and salutatorians attending college increased from 61.4 in 1955 to 66.1 in 1956.

The larger schools, in general, sent a higher per cent of their graduates to college than the smaller schools sent; and graduates of high schools located nearer the colleges tended to go to college in greater proportion than graduates of schools more remotely located.

These studies indicated an interest by professional educators in the problem of education beyond the high schools. But as long as the nation's pool of trained personnel was adequate for the demands placed upon it, the educational system that replenished this pool received only casual and secondary consideration from the average citizen. Not until the demands of industry, business, and government exceeded the flow of newly trained personnel and depletion of existing reserves seemed imminent did education become of prime concern to all who were interested in the supply.

Concern of increasing numbers enlarged the scope of the problem of providing an adequate supply of properly trained personnel to a problem of national magnitude and caused manpower to be recognized as a national resource—a resource too important to be left entirely to local development. At the Western Regional Conference on Education Beyond the High School, Tracy E. Strevey stated the problem thus:

> I submit that when we are dealing with students we are dealing with our most important resource. It is our youth, the oncoming generations of young people who are currently progressing through our schools who in their day will determine the destiny of our country and probably that of the world of tomorrow.[10]

The national importance of proper use of this human resource was arrestingly stated by Dael Wolfle when he said, "There is a lesson too in the present international tug of war: survival itself may depend upon the most effective use of the nation's intellectual resources."[11]

On a national scale, considerable thought and study have been directed toward seeking a way to make the most effective use of this most important resource. In its 1956 publication *Manpower and Education*, the Educational Policies Commission of the National Education Association made the following statement:

> While much of the talent of America has been educated to a considerable degree, there is in the reservoir a great wealth of ability not fully trained or not fully used. The cultivation of human talents, and particularly of those abilities most urgently needed by society, is an imperative responsibility of today.[a]

The report also made this statement:

> In an economy such as the United States has developed, a premium is put on trained manpower. Industrial and technological advances are based upon a steadily expanding foundation of educational achievement. Shortages exist not so much in over-all quantitative terms as in educational terms.[a]

The *Second Report* of the President's Committee on Education Beyond the High School noted that each year some 200,000 of the ablest young people fail to pursue their education beyond the high school. The report describes the role of education not only in terms of increasing vocational efficiency or economic production but also by saying the role is

> . . . to develop human beings of high character, of courageous heart and independent mind, who can transmit and enrich our society's intellectual, cultural and spiritual heritage, who can advance mankind's eternal quest for truth and beauty and who can leave the world a better place than they found it.[a]

This concept of education, of course, detracts nothing from the national importance of the educational program.

That the general public has developed active interest in the problems of education is manifested in many ways. Discussions of these problems not only make headlines in the popular daily papers but also are front-page news in financial, industrial and business publications. Subjects which once were granted space solely in educational journals are now frequently featured in popular periodicals. Issues which in the past were discussed only in the comparative privacy of a local school-board meeting are now debated in the national congress.

A growing tendency of more people to accept the problem of education beyond the high school as a national problem has led the Eisenhower administration to submit a seven-point program for encouraging a greater per cent of promising students to enter college. In a press release accompanying the announcement of the plan, Secretary Marion B. Folsom made this statement:

> Today as never before, our country needs broadly educated men in science and engineering, teaching, business, government, and other professions.
>
> And yet much of the talent inherent in our young people is lost because many potentially capable students drop out of school too soon.
>
> In these perilous times, the Nation simply cannot afford such a tragic waste. National security requires a greater effort to encourage fuller development of the talents of our young people.[4]

These evidences of national concern for a greater supply of adequately trained manpower accent the importance of a study of factors related to educational discontinuance of high-school graduates. Colleges have traditionally provided the more highly trained personnel which our society demands. If the supply of such people is to remain adequate, the colleges, in all probability, will provide the major portion of the training of these people. A systematic study of factors related to educational discontinuance seems to be a step toward providing information contributing to the solution of a national problem. For high-school counselors and administrators, for administrators of scholarship programs, and for college officials interested in making more efficient effort toward supplying the pool of adequately trained personnel which our society demands, the information contained in this report should prove both interesting and useful.

It seems ironic that it took the greatest era of material productivity in the history of our country to make our nation aware of a growing shortage of a resource more valuable than the materials produced. If a change in metaphors is permitted, one might say that while our tables were loaded with goodies, the floors of our granaries began to show through. During the greatest feast in history, the threat of famine became a reality.

CHAPTER II

The Work of Many Hands

Rome wasn't built in a day." Neither was it built by one man of a small group of men. Likewise, the study of factors related to educational discontinuance of Arkansas high-school seniors of 1957 took time and also took the cooperative effort of many people.

Indispensable to the success of the study were the funds provided by the Cooperative Research Branch of the United States Office of Education and the answers provided by the 12,746 high-school seniors who filled out questionnaire forms. But turning dollars into data has not yet been reduced to automation; and sandwiched in between the funds and the findings was a two-year study with its multiplicity of operational problems which could be solved only by the work of many minds and hands.

Major contributions were made by the many teachers who administered the questionnaire, the school administrators and counselors who provided follow-up information on students, the county supervisors who assisted in distributing and collecting the forms, the State Commissioner of Education who lent the support of his office to the projejct, and the registrars and other college administrative officers who contributed to the assembled information. To all of these, the Project Directors express sincere appreciation.

The beginning of this project dates from the receipt by the President of Southern State College of a letter dated March 23, 1956, from S. M. Brownell, United States Commissioner of Education, a letter which called attention to the Cooperative Research

Program of the United States Office of Education and invited proposals for research studies on selected major educational problems.

Through the leadership of the Director of the Counseling Center at Southern State College, the College developed and submitted a proposal to make a study of factors related to educational discontinuance of college-ability, Arkansas high-school graduates of 1957. The proposed study was approved and a contract dated October 30, 1956, was drawn between Southern State College and the Government of the United States.

The Project Director soon arranged a meeting with A. W. Ford, Arkansas Commissioner of Education, and with Supervisors of Instruction of the State Department of Education and received assurance of their interest and a pledge of their cooperation in the project.

In a testing program voluntarily entered into by schools of Arkansas, the ACE Psychological Examination was administered to the 1956-1957 seniors in 81 per cent of the 507 classifed high schools serving 88 per cent of the 1957 graduates of the state. Since the ACE test is a recognized measure of college ability, and since the test scores mentioned above were available for use in this study, it was decided to include in the study only graduates from schools who had participated in this state-wide testing program.

Because the sample for the proposed study included an estimated 15,000 high-school seniors spread over a 50,000 square mile area and since considerable information regarding each senior was desired, the questionnaire method seemed the only feasible approach to use in making the study.

Construction of a suitable questionnaire form presented a problem worthy of careful consideration. The form used in the Minnesota study of 1950 was chosen as a guide.[1] During a two-day conference Mr. Frank Cannady of the State Department of

Education and resident professors of Southern State College developed a questionnaire and discussed operational problems related to the study. Dr. Paul Bowman of the University of Chicago served as a consultant during this conference.

The instrument developed at the conference was further refined after it had been administered to selected freshmen classes at Southern State College and to senior students of a high school which did not participate in the state-wide testing program and which therefore would not be used in the final sample. These "dry run" administrations provided an opportunity to determine the time required for completing responses requested in the questionnaire and to observe flaws in the directions for administering as well as possible flaws in the structure of the questionnaire itself. The questionnaire and the directions for administering it were finally revised in terms of these observations.*

A number of plans for administering the questionnaire forms to the seniors in the various schools were considered. The plan finally adopted involved the Project Director in contacts with county school supervisors and principals of school districts.

Arkansas has 75 counties, each of which maintains an office for a county school supervisor. At their Association meeting of March, 1957, the supervisors heard an explanation of the proposed study by the Project Director and agreed to participate in it by: 1) receiving the questionnaire forms from the office of the Project Director, 2) distributing them to the schools in their counties, 3) receiving the completed forms from the schools, and 4) returning them to the Project Director. However, some supervisors preferred that, in the case of the larger schools in their counties, the questionnaire forms be sent directly to the school principals; in these instances the correspondence was carried on between the respective principals and the Project Director.

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* A copy of the questionnaire used in the study will be found in the appendix.

Questionnaires were sent out in April, 1957, and were administered and returned by the close of the school year. There were 15,248 seniors participating in the state-wide testing program and consequently potential subjects for the study and 12,746 usable questionnaire forms were returned. These returned forms came from large and small schools, from white and colored schools, and from schools of all academic classifications.

The extent to which the schools participating in the study were representative of the schools of the state is shown in Figure 2.01. Arkansas high schools are classified by their membership in the North Central Association of Colleges and Secondary Schools or they are given an A, B, or C classification awarded by the State Department of Education; academic classification bears a recognized relationship to several factors which are related to educational discontinuance. These factors include such things as size and geographic location of the school and the racial and economic background of students.

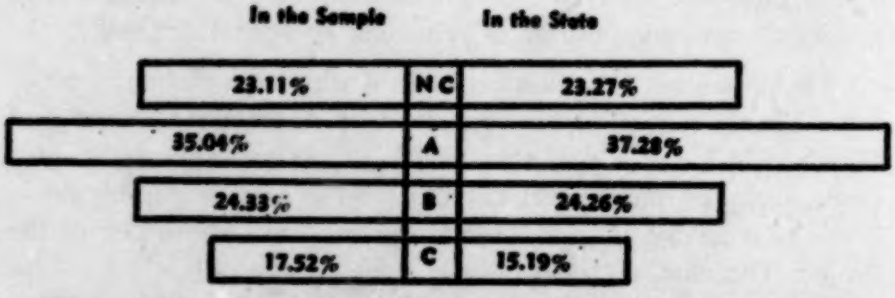

Figure 2.01. Comparison of per cent of schools of North Central, A, B, and C classification included in the sample with the per cent of schools of each classification in the state.

The above Figure shows the per cent of schools of each academic classification in the sample and the per cent in the entire state. The sample had virtually the same per cents of North Central and Class B schools as the state had. The sample had a slightly greater per cent of Class C schools and a slightly smaller per cent of Class A schools than had the state as a whole. None of the differences between per cents was statistically significant.

The per cent of predominantly white and the per cent of predominantly colored schools in the sample and in the state also failed to show a signifcant difference. Both the sample and the state showed approximately 81 per cent of the schools to be white and 19 per cent to be colored.

The female population slightly outnumbered the male population in both the state and the sample. The distributions showed 50.90 per cent female and 49.10 per cent male for the state and 50.51 per cent female and 49.49 per cent male for the sample. These differences did not prove significant.

Since the sample showed no significant differences from the state as a whole in the proportion of schools of any academic classification, the proportions of white and colored schools, and the proportions of male and female seniors, the sample was considered representative of all Arkansas high-school seniors of 1957.

After the Project Director received the completed questionnaires, the students' ACE Psychological Examination scores were transferred from available records to the proper questionnaire forms. From information contained in the questionnaires, lists were made for each high school of its respondents and of the college, if any, each respondent proposed to attend. In September, these lists were sent to their respective high schools and the principal or some other school official was asked to indicate the college in which each graduate was believed to be enrolled.

After a month, second requests were sent to those schools who had not responded to the September request. These second requests brought in other responses, but the replies were still sufficiently incomplete to warrant an appeal to county supervisors for assistance. Where lists were still outstanding, county supervisors were sent a duplicate list of respondents from the unreported schools and were asked to assist in procuring the desired information. Telephone calls and some personal visits to schools enabled members of the research staff to get this information. A final count showed that lists from 9 schools involving 118 students were not returned.

Different methods of checking college attendance were employed for students believed to have enrolled in colleges located in Arkansas and for those believed to have enrolled in colleges outside the state.* The 118 students for whom the lists were not returned were checked by the appropriate method on the basis of their own plans indicated at the time the questionnaires were checked by them.

Registrars of Arkansas colleges were asked to send to the Project Director a complete list of their freshman students and in some cases the registrars sent a directory of all students. To the registrars of out-of-state colleges, the Project Director sent a list of students believed to be attending each particular college with a request that the registrar indicate if the student had enrolled.

Lists of enrollees were obtained for all in-state colleges. Five out-of-state colleges—including one college located in a foreign country—involving 7 students failed to respond.

A "recovery" technique was successfully used in locating at other in-state colleges 102 graduates who were not attending the college that the high-school official thought them to be attending. Since complete lists of out-of-state enrollees were not available, students not attending the indicated out-of-state college could not be checked by the method described above. This procedure, more rigorous than that used in similar studies of post high-school graduation activities, may have resulted in a slight under-enumeration of those graduates identified as attending college.[3,7,9]

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* Texarkana College, although located on the Texas side of the border, was treated as an in-state college.

After each high-school graduate's status regarding college enrollment was determined, his original questionnaire form was marked to indicate whether he was attending college in state, out of state, or not attending college. Though the original plan was to make an extensive study of only those students judged on the basis of their ACE test scores to have ability to do college work, it was later deemed both desirable and operationally feasible to take a look at all graduates in the sample. Information was therefore transferred from all questionnaire forms to International Business Machine cards, and subsequent counting was done mechanically.

The procedures followed in this investigation, the wide geographic area included in it, the large number of subjects involved —in fact, the very nature of the study itself definitely indicated that the study could succeed only with the assistance of many people. The fact that it was brought to a successful conclusion might be attributed, as the military lyric says, ". . . not to the colonels and generals but to the army as a whole—to the everlastin' cooperation of every bloomin' soul."

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10. Tracy E. Strevey, "Our Students as a Human Resource," *Proceedings of the Western Regional Conference on Education Beyond the High School,* 1957, Norlin Library, Boulder, Colorado, p. 35.
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PART II

The Ayes and the Nays

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CHAPTER III

Spring Plans

To go or not to go to college, that was the question which senior students of representative Arkansas high schools were asked in a questionnaire study conducted in the spring of 1957. Of the 12,706 respondents who indicated a choice, 5,695 or 44.82 per cent revealed plans for going to college while the remaining 55.18 per cent indicated other plans.* But the number who planned to attend college was not distributed evenly between many categorical divisions of the group. For instance, while 50.69 per cent of the male respondents indicated plans for going to college, only 39.08 per cent of the females had such plans.

And of the 11,124 seniors attending predominantly white high schols, 4,773 or 42.91 per cent planned to attend college; but 60.07 per cent of the 1,450 attending predominantly colored schools indicated plans for attending college. It is interesting to note also that 57.97 per cent of the white students planning to attend college were boys, while boys accounted for only 44.09 per cent of the colored students planning to attend.

The choice to go to college and scores on the ACE Psychological Examination showed a positive relationship. Scores were not available on 786 respondents, a condition which reduced the sample for this item to 11,920. Of this number, 3,134 or 26.29

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* The percentages reported in this chapter are based on the number of respondents to the various items under consideration, and this number varies slightly because of unanswered items in the several categories. Unless mention of the number of unanswered items is specifically made, that factor was not considered of consequence by the writers. In all major grouping, the number planning to attend college was approximately 45 per cent of those answering that item.

per cent scored at or above the national median for the test with 73.71 per cent scoring below that point. And 63.30 per cent of those scoring above the median indicated plans for going to college compared to 38.11 per cent of those below the median making that choice. But because of the inequality of the groups, the number of students who scored below the median and planned to go to college outnumbered those who scored above the median and planned to go to college by more than three to two.

The observed relationship between the choice to go to college and variables involving more than two categories is presented graphically for easy assimilation. In each instance, the vertical scale represents the percentage of the total number of respondents in the indicated category and the horizontal placement of each bar represents the distribution of the respondents in that category who did and those who did not plan to go to college.

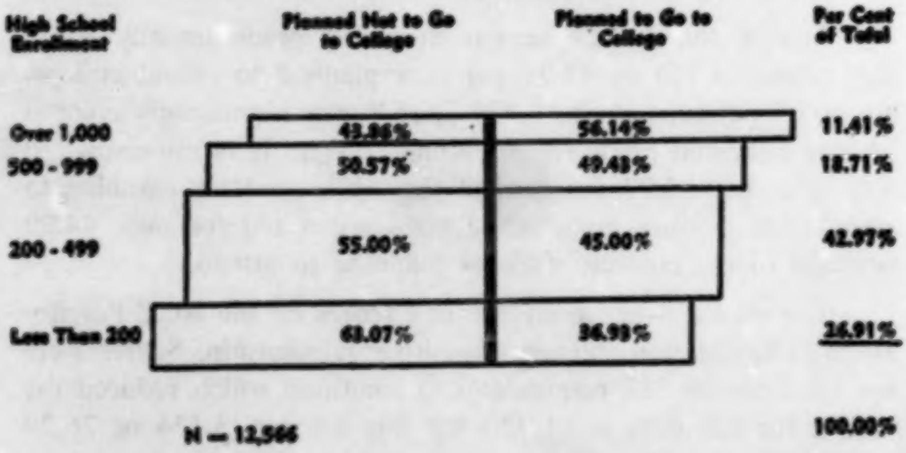

Figure 3.01. College plans of respondents according to enrollment of the high schools they attend.

Figure 3.01 shows the per cent of the respondents who attended each of four classes of schools classified according to enrollment and the per cent from each class of school who indicated plans to go and the per cent who indicated plans not to go to college. It shows that nearly 70 per cent of the respondents were enrolled in high schools with enrollments of less than 500 students. The percentage of students planning to attend college increased with the size of the school.

The proportion of males and females who planned to enter college was relatively constant for the various sized schools.

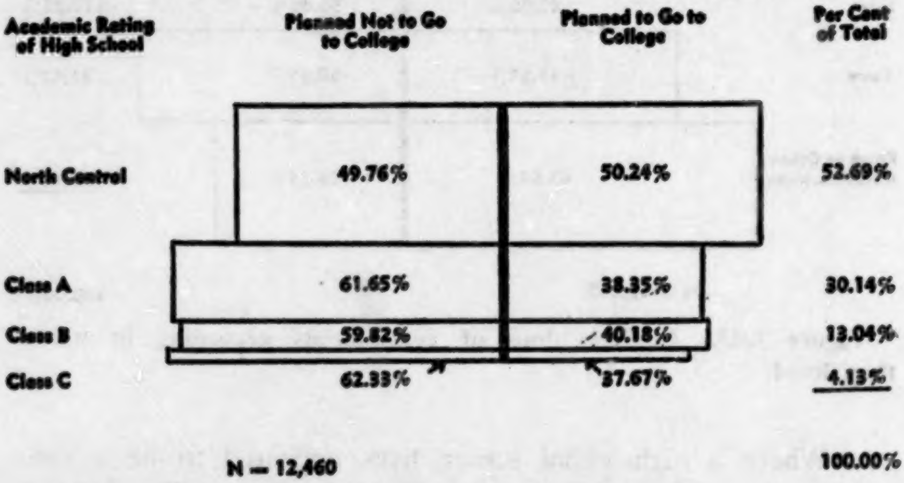

Figure 3.02. College plans of respondents according to academic classification of high schools they attended.

Figure 3.02 shows the per cent of the respondents who attended schols of each of four academic classifications and the per cent from each classification who did and the per cent who did not plan to go to college. It indicates that more than half of the respondents attended schools which are accredited by the North Central Association of Colleges and Secondary Schools and that about half of the seniors from these schools planned to go to college. The percentage of students planning to attend college was less from the schools of the lower classifications. The males planning to attend college outnumbered the females in the schools of each classification.

There are a few schools in the state which do not hold one of the four classifications listed in the questionnaire. Students from these schools, no doubt, were included in the 246 respondents who did not check this item.

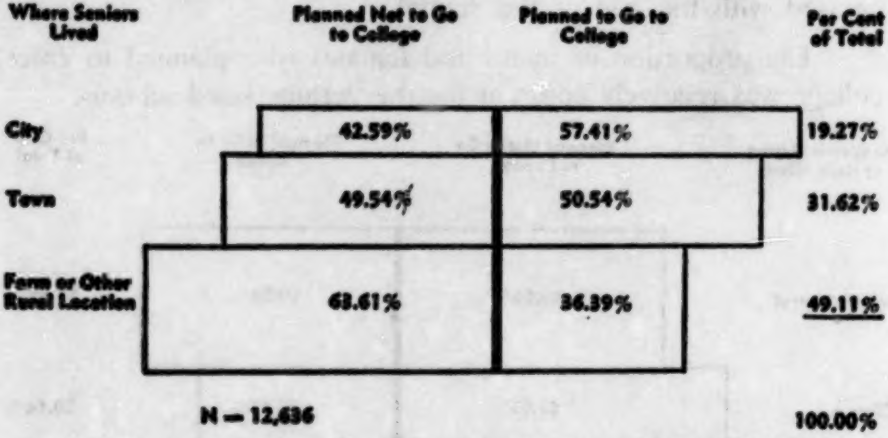

Figure 3.03. College plans of respondents according to where they lived.

Where a high-school senior lives appeared to be a contributing factor in his choice to go or not to go to college. Figure 3.03 shows the per cent of students who indicated that they lived in a rural location, town, or city respectively and the per cent of each group planning to go and the per cent planning not to go to college* Almost one-half of the total of respondents were drawn from a farm or rural location, and this group provided the smallest per cent planning to go to college. Percentages planning to attend college were in rank order with the concentration of population, and 57.41 per cent of the city group planned to attend.

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* For this question, Little Rock, North Little Rock, Pine Bluff, Fort Smith, El Dorado, Hot Springs, and Texarkana were designated as cities.

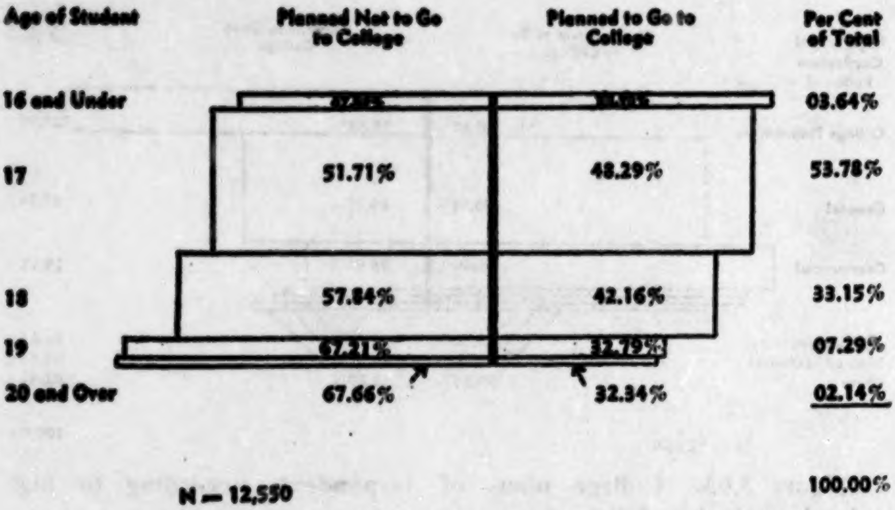

Figure 3.04. College plans of respondents according to age.

Data indicated that the ages of the respondents had a great bearing on their post high-school plans. Figure 3.04 shows the per cent of respondents falling in each age category and the per cent of each group who planned to go and the percent who planned not to go to college. It shows that more than 86 per cent of the respondents were 17 or 18 years old at the time they completed the questionnaire form and that the number of students in the extreme age brackets was quite small. Although less than one per cent of the respondents was 15 years or under, 69.23 per cent of this group planned to go to college. As the age of seniors increased to 19 years there was a pronounced decline in the per cent who planned to go to college. For the categories 19 years and above the per cents remained relatively constant.

It is interesting to note that of the 475 respondents who were 16 years of age or under, 65.86 percent were female. The high proportion of this age group who planned to attend college was reflected in the imbalance of boys and girls in the group who planned to attend. For this age group only, the girls planning to attend college outnumbered the boys nearly two to one.

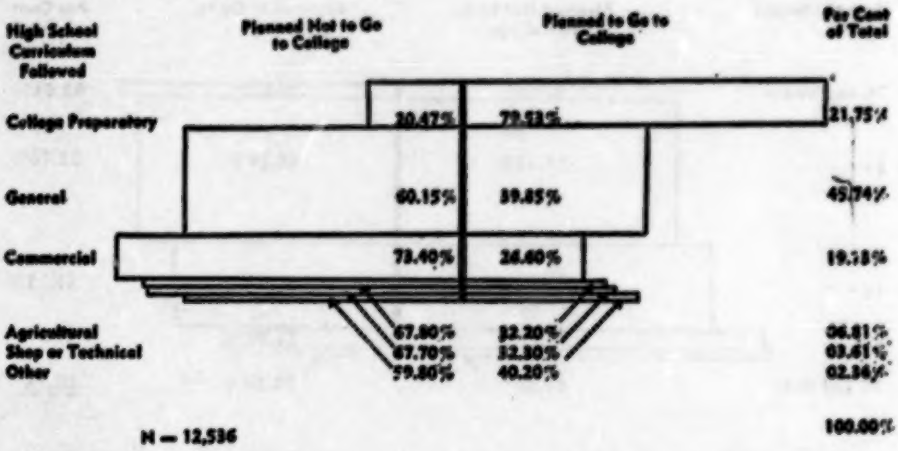

Figure 3.05. College plans of respondents according to high school curriculum followed.

Figure 3.05 shows the per cent of the sample that followed indicated curriculum patterns in high school, the per cent of each group that planned to go, and the group that planned not to go to college. Nearly 46 per cent of the respondents indicated that they followed a general curriculum, approximately 20 per cent indicated that they followed a commercial curriculum, and about 22 per cent indicated that they followed a college preparatory curriculum. As might be expected, a larger per cent of seniors following the college preparatory curriculum than of those following any other curriculum planned to enter college. Seniors following curricula with recognized terminal functions planned to attend college in smaller proportions than students following other curricula.

Sex differentials were observed in the vocational curricula with the girls outnumbering the boys by more than five to one in the commerical curriculum and the boys outnumbering girls nearly fifty to one in the agriculture and shop curricula. These imbalances in total enrollees were reflected in the proportion of boys and girls in these curricula who planned to go to college.

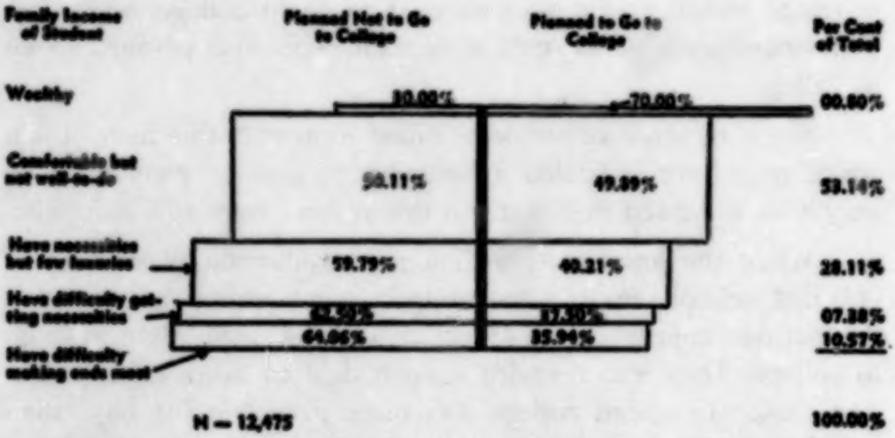

Figure 3.06. College plans of respondents according to family income.

Figure 3.06 reveals the per cent of the respondents falling into each category according to income, the per cent of each group planning to go and the per cent planning not to go to college. It shows that more than fifty per cent of the respondents indicated that their families were comfortable but not well-to-do and that less than one per cent indicated that their families were wealthy.

In the various categories the per cent who planned to attend college showed a consistent increase as the wealth of the family increased.

The 231 unanswered questionnaires for this item was slightly greater than for most items but still provided greater than a 98 per cent response.

Answers received in this study indicated that marriage plans affect a high-school senior's plans for entering college. About 1,600 or 13.32 per cent of the respondents indicated that they planned to get married within the coming year after graduation from high school. Of the 1,600, about 450 were boys and 1,150 were girls. However, about one-third of the boys with plans for marriage within a year also planned to go to college, while less than one-seventh of the girls with such plans also planned to go to college.

Seven hundred respondents failed to answer this item, a fact which may have indicated a hesitancy to divulge their plans or may have indicated that plans in this respect were still indefinite.

When the answers regarding post-graduation plans of 12,000 high-school seniors were grouped in categories, they revealed the fact that approximately 45 per cent of the group planned to go to college. They also revealed a great deal of other information. The choice to attend college was more prevalent for boys than for girls, for seniors of predominantly colored than for seniors of predominantly white schools, for students living in cities than for those living in rural areas, for students attending schools of the highest academic classification than for those attending schools of the lower classifications, for younger students than for older ones, for those enrolled in non-terminal curricula than for those enrolled in terminal curricula, and for those scoring above the median than for those scoring below the median on the ACE Psychological Examination. But "best laid schemes o' mice and men gang aft a-gley" and it would be surprising, indeed, if all respondents were able to carry out their indicated plans.

TABLE 1

Statistical Data Related to Chapter 3

	Those who planned to go to college			Those who planned not to go to college		
Category	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
All respondents	3,184	2,511	5,695	3,097	3,914	7,011
Race:						
White	2,767	2,006	4,773	2,768	3,583	6,351
Colored	384	487	871	284	295	579
ACE Scores:						
Above Median	1,172	818	1,990	492	652	1,144
Below Median	1,853	1,583	3,436	2,328	3,022	5,350
School Enrollment:						
Over 1,000	481	324	805	253	376	629
500-999	651	511	1,162	483	706	1,189
200-499	1,306	1,124	2,430	1,344	1,625	2,969
Less than 200	720	529	1,249	965	1,168	2,133
Academic Rating:						
No. Central	1,893	1,405	3,298	1,359	1,908	3,267
A	792	648	1,440	1,057	1,258	2,315
B	335	318	653	451	521	972
C	106	88	194	165	156	321
Place You Live:						
Farm	1,264	994	2,258	1,793	2,154	3,947
Town	1,086	933	2,019	835	1,142	1,977
City	820	578	1,398	444	593	1,037
Age:						
15 and under	2	16	18	4	4	8
16	85	139	224	65	142	207
17	1,748	1,508	3,256	1,303	2,190	3,493
18	1,039	715	1,754	1,173	1,233	2,406
19	219	81	300	374	241	615
20	50	17	67	94	43	137
21	9	2	11	16	7	23
22 and over	5	4	9	18	4	22

	Those who planned to go to college			Those who planned not to go to college		
Category	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
Family Income:						
Difficulty making ends meet	264	210	474	410	435	845
Difficulty getting necessities	192	153	345	269	306	575
Have necessities but few luxuries	877	533	1,410	954	1,143	2,097
Comfortable but not well-to-do	1,752	1,555	3,307	1,368	1,954	3,322
Wealthy	42	28	70	22	8	30
High School Curriculum:						
Commercial	153	505	658	233	1,583	1,816
Agriculture	273	2	275	572	7	579
Shop	144	2	146	290	16	306
College prep.	1,298	870	2,168	282	276	558
General	1,220	1,065	2,285	1,580	1,869	3,449
Other	70	49	119	73	104	177
Marriage Plans:						
Yes	130	151	281	322	996	1,318
No	2,948	2,255	5,203	2,608	2,596	5,204

CHAPTER IV

Fall Realizations

Since "there's many a slip between the cup and the lip" it was reasonable to expect that some of the Arkansas high-school seniors of 1957 who planned to go to college would be unable to carry out their plans. Investigation showed that while 5,696 or 44.82 per cent of the respondents in a questionnaire study indicated plans to go to college, only 3,347 or 26.34 per cent were enrolled in college the following fall.

Of the 3,347 seniors who entered college, 2,657 or 79.38 per cent attended a college located in Arkansas; the remaining 20.62 per cent, or 690 students entered colleges located outside the state.

The difference between the 5,695 respondents who planned to go to college and the 3,347 respondents who did go to college represents a drop of 18.48 percentage points based on the 12,706 respondents.

A comparison of the numbers and per cents of male and female respondents who planned to go and the percents who actually went to college shown below indicates a greater percentage-point loss for males than for females but a greater per cent of unrealized plans to attend college for the female respondents.

Sex	N	% Planned To Go	% Did Go	% Unrealized Plans
Female	6,425	39.08	22.43	42.61
Male	6,281	50.69	30.35	40.14

A similar comparison shows both a greater percentage-point loss and a greater per cent of unrealized plans for students attending predominantly colored schools than for those attending predominantly white schools. It further indicates that while a little more than one-third of the seniors attending predominantly white high schools failed to realize their plans to attend college, approximately two-thirds of the respondents from colored high schools who indicated plans for attending college did not attend.

School Predominantly	N	% Planned to Go	% Did Go	% Unrealized Plans
White	11,124	42.91	27.18	36.64
Colored	1,450	60.07	20.41	66.12

Differences, but not of such magnitude, also appeared between the groups who scored above and below the national median on the ACE Psychological Examination. The percentage-point loss was only slightly greater for the group scoring below the median than for those scoring above it; but the per cent who failed to follow their plans to attend college was almost twice as great for the group scoring below as for the group scoring above the median.

ACE Score	N	% Planned To Go	% Did Go	% Unrealized Plans
Above Median	3,134	63.50	46.68	26.38
Below Median	8,786	39.11	20.33	48.11

It was also observed that a higher proportion of students who scored above the median and went to college were attending an out-of-state college than the proportion of those who scored below the median and attended out-of-state colleges. Of the respondents who attended college, approximately 25 percent of the higher scorers attended out-of-state colleges while only 17 per cent of those in the lower-scoring group went to colleges out of state.

The degree of consistency between the per cents who planned to go and who did go to college in the multiple-category variables is shown in the following graphs. The gap between the black and shaded bars, representing the percentage-point loss, shows marked consistency in most instances. The per cent of unrealized plans to attend college can be judged by the gap between the two bars in relationship with the height of the black bar.

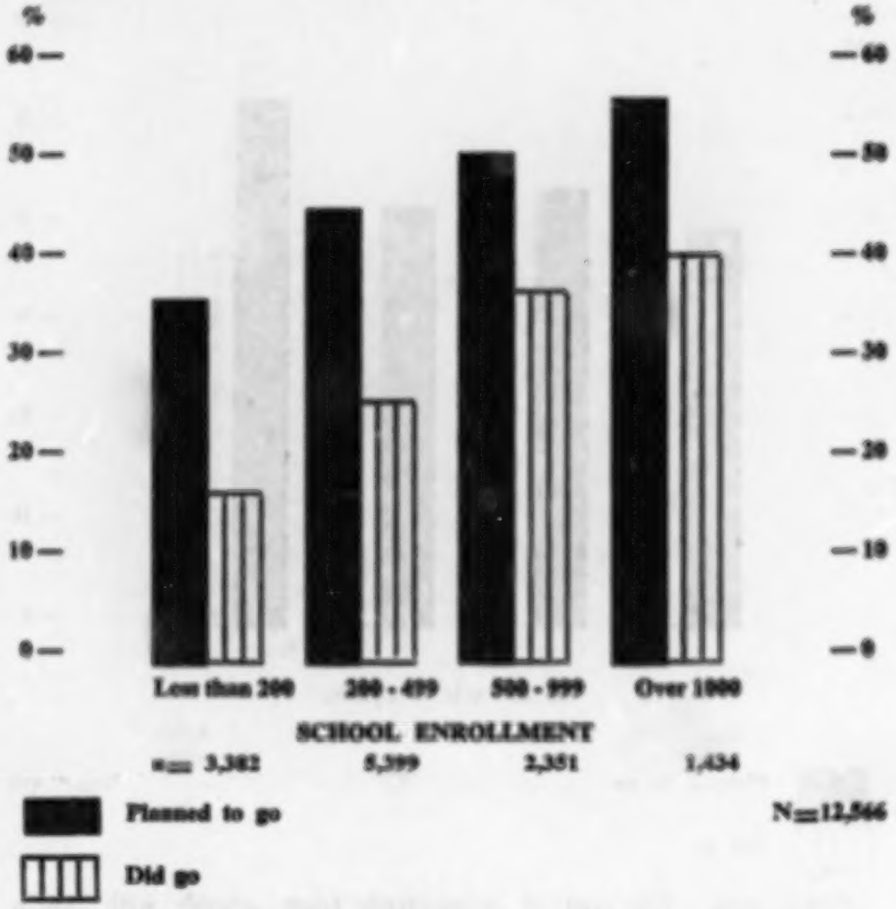

Figure 4.01. Per cent of respondents from each category of high school enrollment who planned to attend and who did attend college.

Figure 4.01 shows marked consistency between the percentage-point loss for each of the categories. That consistency along with the relative heights of the bars indicates that enrollment of the high school attended by a senior is a useful predictive index for both his intention to go to college and the probability of his doing so.

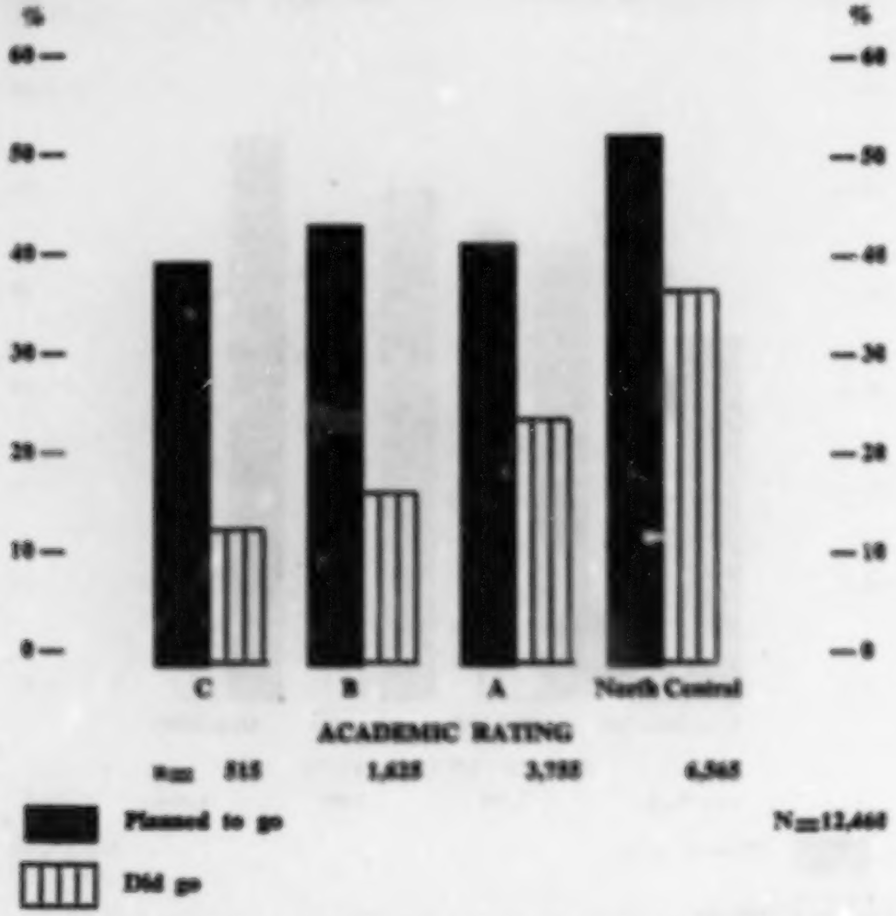

Figure 4.02. Per cent of respondents from schools with North Central, A, B, and C academic ratings who planned to attend and who did attend college.

The wider gaps at the left side of Figure 4.02 indicate a greater lack of realization of plans to attend college on the part of students who attended schools of lower academic classification than of those who attended schools of higher classification. The respective heights of the black and shaded bars indicate that academic rating of the high school attended by seniors is more closely related to their attendance at college than to their plans to attend. The number of North Central seniors who went to college was about two-thirds of the number planning to attend while the corresponding proportion for class C schools was less than one-third.

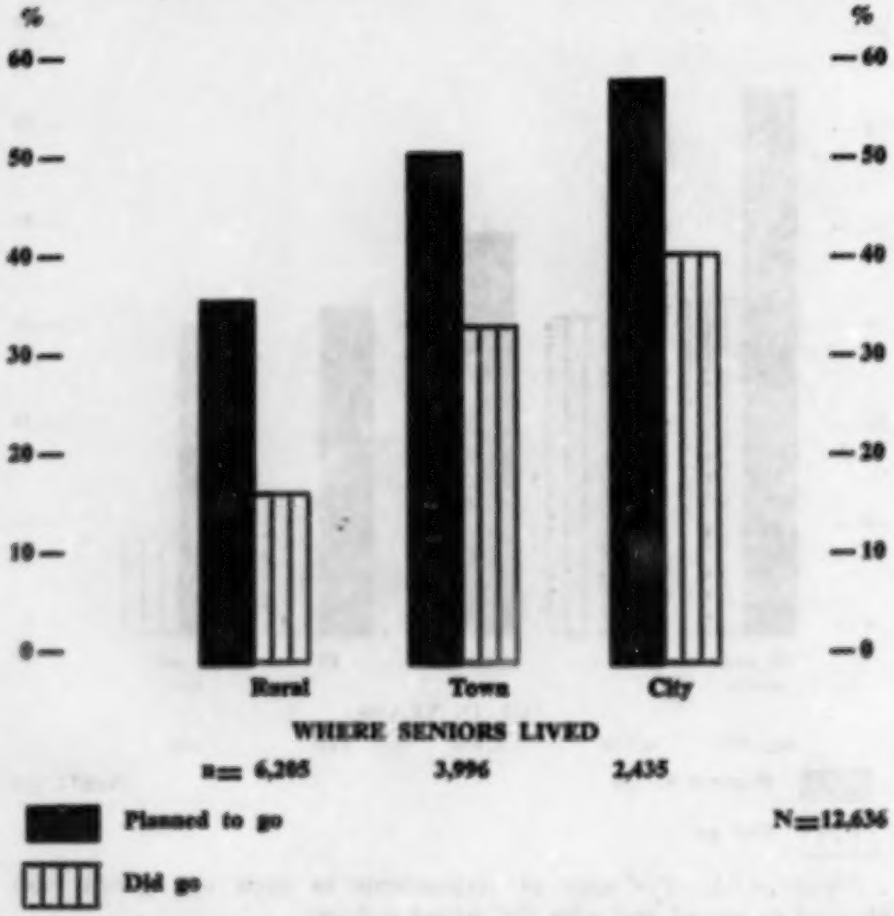

Figure 4.03. Per cent of respondents from farm, town, and city areas who planned to attend and who did attend college.

Figure 4.03 shows a gap representing unrealized plans to attend college approximately equal to the average for each of the three community categories. Whether students live in a city, town, or rural area appears to be a good indication of the probability of their planning to go to college and also of the probability of their going.

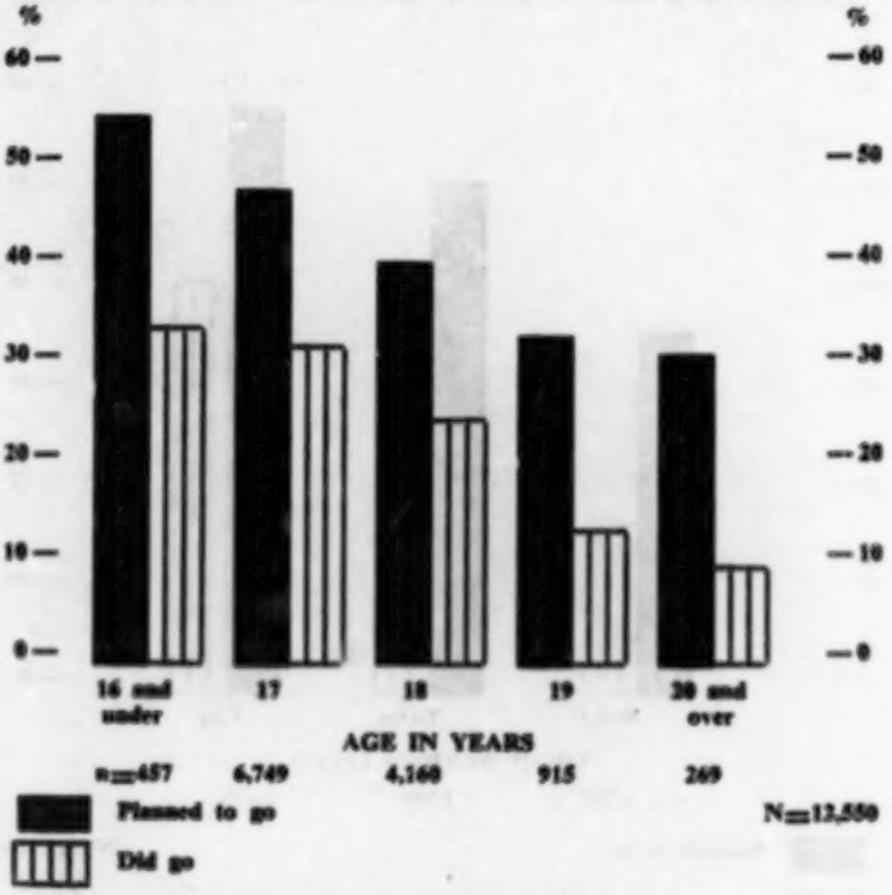

Figure 4.04. Per cent of respondents in each age group who planned to attend and who did attend college.

Figure 4.04 indicates that a greater percentage of younger than older high-school seniors planned to go to college and that nearly 60 per cent of the number in the category 16 years and below who planned to go did go. Of the 17-year-old group, nearly 65 per cent of the number planning to go went. Although the graph indicates considerable negative correlation between the age of the high-school seniors and both their plans to attend college and their attendance, the heavy concentration of students in the 17 and 18-year categories should not be overlooked in making generalizations.

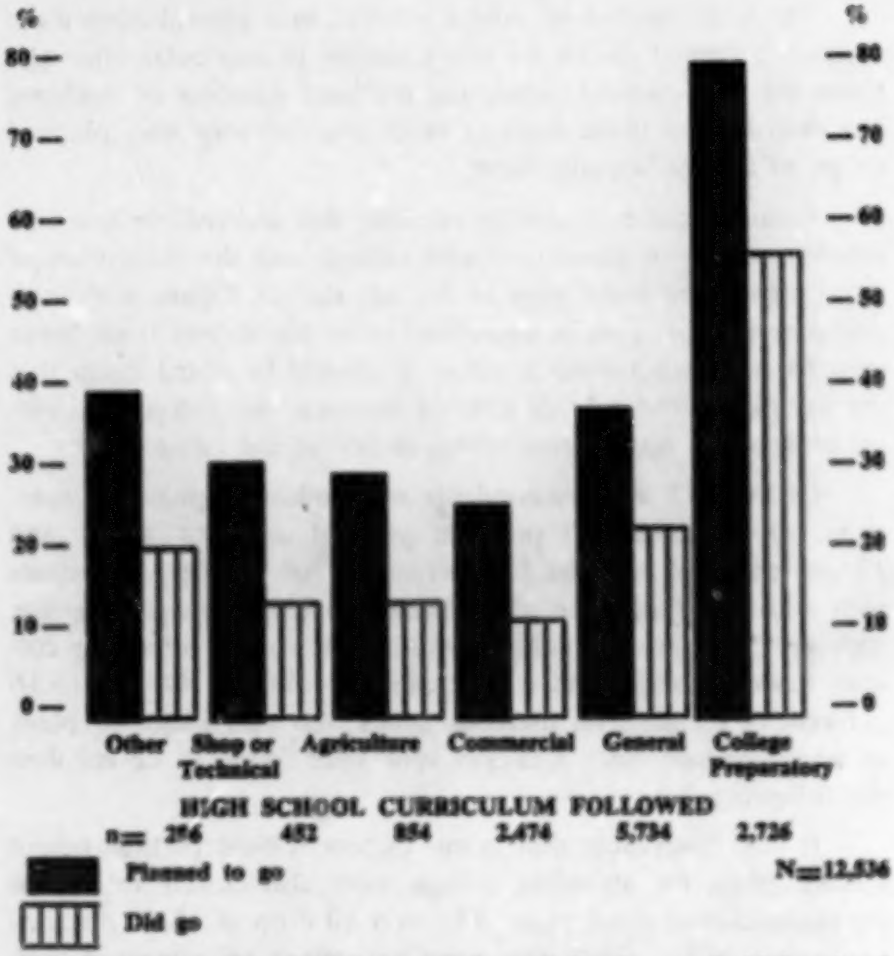

Figure 4.05. Per cent of respondents following each high school curriculum who planned to attend and who did attend college.

Since the categories at the bottom of Figure 4.05 do not represent intervals of a continuum, the graps can not be interpreted in terms of correlation between two variables. But the figures clearly indicate that a high percentage of seniors who followed a college preparatory curriculum in high school planned to enter college and that slightly more than 70 per cent of those in this curriculum who planned to attend college did attend.

The large number of seniors enrolled in a general curriculum suggests a limited choice for many seniors in curricular offerings. From the four curricula attracting the least numbers of students, less than half of those students from any category who planned to go to college actually went.

Family income is another variable that showed positive correlation with both plans to attend college and the realization of those plans. The wider gaps at the left side of Figure 4.06 indicate a greater per cent of unrealized plans for seniors from lower than from higher-income families. It should be noted again that the sample is unevenly distributed between the categories, with the bulk of the respondents falling in two of the categories.

Of the 452 male respondents who indicated plans for marriage, approximately 29 per cent planned to go to college and 12 per cent did go. The low percentage of female respondents with marriage plans who also planned to enter college, together with the difficulty of identifying married women attending college, made a comparison in this category difficult. Of the 13.16 per cent of female with marriage plans who also indicated plans to attend college, only 3.13 per cent were found to be enrolled the following fall.

It was observable that many factors related to high-school seniors' plans for attending college were also closely related to the realization of those plans. The over-all drop of 18.48 percentage points in the totals who went to college as compared with the number who planned to go was approached in many catego-

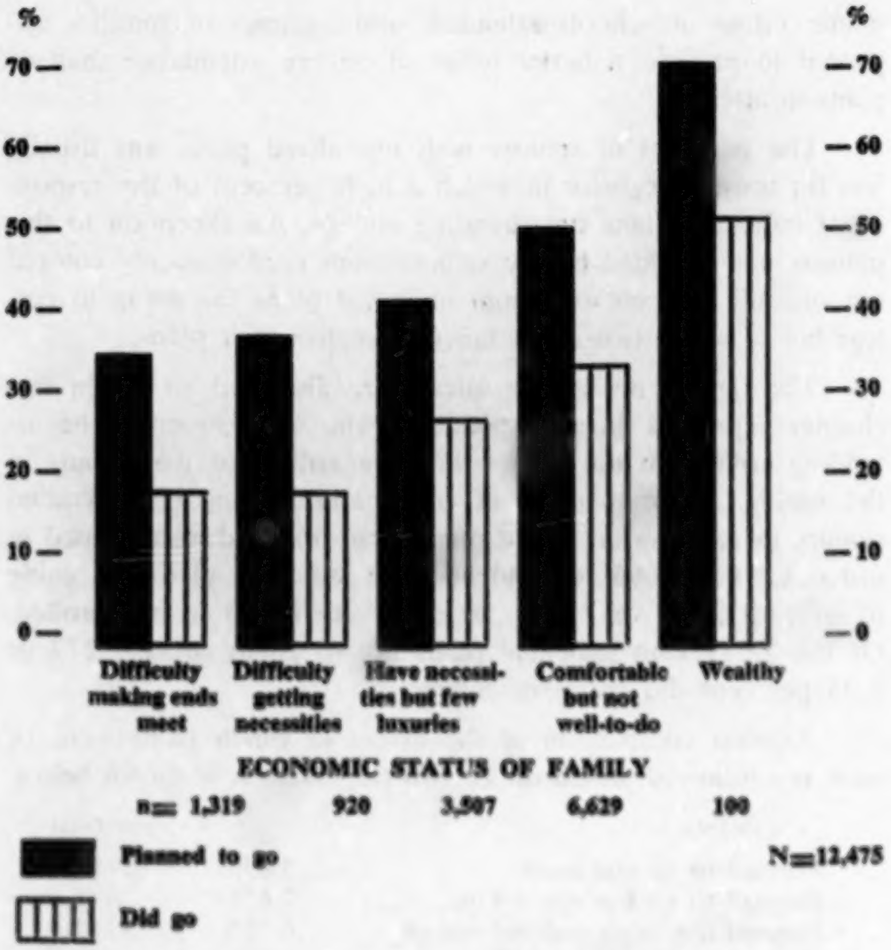

Figure 4.06. Per cent of respondents from each economic category who planned to attend and who did attend college.

ries. The number of students in each category who went to college compared with the number in the same category who planned to go was a more sensitive figure.

In general, there was greatest consistency between plans and realization when the sample was divided by sex, by school size, and by the place of residence. ACE scores of seniors, the academic rating of schools attended, and incomes of families appeared to provide a better index of college attendance than of plans to attend.

The per cent of seniors with unrealized plans was usually less for those categories in which a high per cent of the respondents indicated plans for attending college. An exception to this pattern was provided by the seniors from predominantly colored schools, 60 per cent of whom indicated plans for going to college but of whom two-thirds failed to realize their plans.

The figures on college attendance discussed so far in this chapter represent those respondents who were found to be attending college in the fall of 1957 regardless of their plans in the spring. A comparison of plans and actions of individual seniors to see to what extent plans were followed also seemed in order. Of the 5,695 respondents who indicated plans for going to college, 3,070 or 53.91 per cent were found to be enrolled. Of the 7,011 who indicated plans not to go to college, 277 or 3.95 per cent did enroll in college.

Another comparison of the extent to which plans were or were not followed, based on 12,706 respondents, is shown below.

Category	N	% of Total
Planned to go and went	3,070	24.16
Planned to go but did not go	2,625	20.66
Planned not to go and did not go	6,734	53.00
Planned not to go but did go	277	2.18
	12,706	100.00

Of the total group, 77.16 per cent followed their indicated plans regarding college attendance while 22.84 per cent did not follow their indicated plans.

TABLE 2

Statistical Data Related to Chapter 4

	Those who went to college			Those who did not go to college		
Category	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
All respondents	1,906	1,441	3,347	4,375	4,984	9,359
Race:						
White	1,760	1,264	3,024	3,775	4,325	8,100
Colored	130	166	296	538	616	1,154
ACE Scores:						
Above Median	869	594	1,463	795	876	1,671
Below Median	979	807	1,786	3,202	3,798	7,000
School Enrollment:						
Over 1,000	358	266	624	1,327	1,431	2,758
500-999	770	619	1,389	1,880	2,130	4,010
200-499	448	308	756	686	909	1,595
Less than 200	318	232	550	416	468	884
Academic Rating:						
No. Central	1,284	909	2,193	1,968	2,404	4,372
A	435	342	777	1,414	1,564	2,978
B	135	145	280	651	694	1,345
C	31	25	56	240	219	459
Place You Live:						
Farm	644	464	1,108	2,413	2,684	5,097
Town	694	581	1,275	1,227	1,494	2,721
City	567	394	961	697	777	1,474
Age:						
15 and under	1	13	14	5	7	12
16	50	77	127	100	204	304
17	1,160	941	2,101	1,891	2,757	4,648
18	577	371	948	1,635	1,577	3,212
19	80	27	107	513	295	808
20	13	1	14	131	59	190
21	4	0	4	21	9	30
22 and over	2	0	2	21	8	29

Category	Those who went to college			Those who did not go to college		
	Male	Female	Total	Male	Female	Total
Family Income:						
Difficulty making ends meet	113	80	193	561	565	1,126
Difficulty getting necessities	86	53	139	375	406	781
Have necessities but few luxuries	525	311	836	1,306	1,365	2,671
Comfortable, not well-to-do	1,118	959	2,077	2,002	2,550	4,552
Wealthy	27	21	48	37	15	52
High School Curriculum:						
Commercial	66	241	307	320	1,847	2,167
Agriculture	114	2	116	731	7	738
Shop	59	2	61	375	16	391
College prep.	912	616	1,528	668	530	1,198
General	702	550	1,252	2,098	2,384	4,482
Other	33	23	56	110	130	240
Marriage Plans:						
Yes	55	38	93	397	1,109	1,506
No	1,801	1,349	3,150	3,755	3,502	7,257

CHAPTER V

They Had Their Reasons

For reasons, real or fancied, every choice is made. And reasons were expressed by some 12,000 Arkansas high-school seniors of 1957 regarding their choices of plans for the following year. Previous chapters have shown that 5,695 of these high-schol seniors planned to go to college. Plans for some type of continuing education other than attending college were indicated by 4,352. The distribution of their plans follows:

Go to trade school	587
Go to business school	1,060
Go to other type of school	748
Do post-graduate work in high school	56
Enter military service	1,362
Other	539
Total	4,352

The distribution of choices indicates that military service, a predominantly male choice, and business school, a predominantly female choice, were the plans occurring with the highest frequencies.

Respondents also indicated plans for getting jobs in the following areas. Since job preferences is related to the sex of the respondents, the tabulation lists the choices by sexes.

	Male	Female	Total
Office work	191	2,488	2,679
Skilled tradesman	741	192	933
Laborer	909	163	1,072
Sales	114	79	193
Own or operate a farm	189	11	200
Other	243	107	350
Total	2,387	3,040	5,427

Almost half of the seniors who planned to work indicated plans for doing office work and 90 per cent of those making this choice were girls. Thirty-seven per cent of the seniors planned to be skilled tradesmen or laborers and these occupations were predominantly male choices.

In addition to the choices indicated above, 486 respondents indicated plans for working for their parents the following year; 65 per cent of those indicating such a choice were male.

The sum of the responses for the four categories—go to college, other continuing education, get a job, and work for parents—makes it evident that the respondents did not consider the categories to be mutually exclusive. Many seniors checked an item in more than one category.

As was indicated in the preceding chapter, 24 per cent of the respondents followed their plans to go to college and 53 per cent followed plans not to go. More than 20 per cent failed to follow their plans to go to college, and 2 percent went to college in spite of formerly having plans not to go.

Reasons given by the respondents regarding their plans proved interesting; they are summarized in four groups according to plans made and followed. The groups are designated as groups A, B, C, and D, in the chart below.

	Planned to go to college		Planned not to go to college	
	(A) Went n=3,070	(B) Did not go n=2,625	(C) Went n=277	(D) Did not go n=6,734
1. To prepare for a vocation	2,442	1,354	136	2,085
2. To be with old school friends	99	82	5	205
3. To get a liberal education	1,123	759	38	416
4. To start making money quickly	121	313	48	1,814

	Planned to go to college		Planned not to go to college	
5. To please parents or friends	211	158	12	281
6. To be independent	545	580	79	1,980
7. To make friends and helpful connections	458	322	24	646
8. It is "the thing to do"	243	189	14	306
9. Foregone conclusion, never questioned why	81	37	1	159
10. Will enable me to make more money	585	597	44	1,075
11. "Everyone here" does this	5	1	3	18
12. Tired of studying; have had enough education	5	18	13	174
13. Only thing I can afford to do	10	65	21	652
14. Like school	465	377	17	278
15. Other	71	83	12	320
Total	6,464	4,935	467	10,409

Respondents were not limited to a single choice of reasons; the number of reasons given by each group was greater than the number of respondents comprising that group. In fact, a willingness to express reasons seemed to be related to interest in going to college as shown by the average number of reasons per respondent indicated in each group. Students who planned to go to college and did go, group A, checked an average of 2.11 reasons each. Group B checked 1.88 reasons per person, group C 1.69, and group D 1.55.

"To prepare for a vocation" was the most popular reason for the choice made by respondents in each of the four groups. But the proportion who indicated this reason progressively declined from 79.54 per cent for group A, the group who planned to go to college and did go, to 30.96 per cent for group D, the group who planned not to go and did not go.

The second most popular reason for their choice by respondents in group A, "To get a liberal education," was checked by 36.58 per cent of the group. The proportion of checks for this reason also declined progressively by groups with 28.91 per cent of group B indicating it, 13.72 per cent of group C, and 6.18 per cent of group D.

Higher percentages in the groups who planned to go to college checked "To make friends and helpful connections" than in the groups not planning to go. They also checked "like school" in greater proportions.

The reason "Will enable me to make more money" was popular wth all of the groups and was checked by a greater proportion of group B than any other. Nearly 23 per cent of this group who planned to go to college but did not go indicated this as a reason for their choice.

The proportion of checks for some reasons dropped progressively from group D through A. For instance, 26.94 per cent of group D, who planned not to go to college and did not go, indicated "To start making money quickly" as a reason for their choice. Percentages for groups C, B, and A were 17.33, 11.92, and 3.94 respectively.

The reason "To be independent" also followed this pattern with 29.40 per cent of group D, 28.52 per cent of group C, 22.10 per cent of group B, and 17.75 per cent of group A indicating it as a choice.

In smaller proportions, "Only thing I can afford to do" progressed in the same direction. While 9.68 per cent of group D checked this reason, only 00.33 per cent of group A did so.

Several of the listed reasons attracted very few responses. "Everyone here does it" and "Tired of studying, have had enough education" received low percentages of responses in all groups, but with higher frequencies in the group who planned not to go to college. More respondents who planned to go to college than who planned not to go gave "To please parents or friends" as a reason for their choice.

In making plans for post high-school activities, 5,695 respondents indicated plans to go to college, 4,352 indicated plans to continue their education in some manner other than by attending college, and 5,427 indicated plans to get jobs. Reasons for their choices were checked by the respondents, and "To get a liberal education" was a frequent choice of seniors planning to attend college. "To prepare for a vocation," "To be independent," and "Will enable me to make more money" were checked with considerable frequency.

The frequency of chcice of several reasons was related to the respondents' plans regarding college attendance and to the respondents' ability to realize those plans.

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PART III

The Quick and the Quicker

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CHAPTER VI

Not Singly Blessed

From the study of a sample of more than 12,000 high-school seniors of the class of 1957 it is apparent that age, sex, and race of the seniors, enrollment and academic rating of the high schools they attended, the school curricula the seniors followed, their place of residence, and the economic status of their families were all related to the proportion of seniors who planned to go and the proportion who did go to college the following year.

It is also apparent from the data that a greater proportion of seniors with scores above the national median on the ACE Psychological Examination planned to go and did go to college than did those students who made scores below the median.

Since one of the principal concerns of this study was to identify reasons for the failure of college-ability seniors to attend college—and scores on the ACE test are a widely recognized measure of college ability—a more thorough analysis of the relationship of ACE scores and educational discontinuance seemed logical. However, using only the 3,134 respondents with scores above the national median would have eliminated from further consideration many seniors who did attend college. Also, if the responses of seniors who scored above the median were reported as a single group, there would have been no opportunity for judging variability of ACE scores as a factor related to other questionnaire responses, and this variability was considered of extreme importance.

While decile grouping of respondents according to ACE scores probably would have provided a picture of optimum clarity for trends related to ACE scores, such grouping would have been extremely costly in time, space, and money. Therefore, a realistic if somewhat unorthodox division of the respondents was made for the analyses contained in this section of the report.

Respondents who scored below the 34th percentile were designated as the *first* or *lower tercile*. Those who scored from the 34th to the 66th percentile, inclusive, were grouped in the *second* or *middle tercile*; and those scoring at or above the 67th percentile were called the *third* or *upper tercile*. Results showed that the number of respondents decreased but that the per cent of seniors who went to college increased with each succeeding tercile. The number in each tercile and the per cent of each group who went to college are summarized as follows:

Tercile	Number of respondents	Per cent who went to college
Third	1,422	55.91
Second	3,510	34.39
First	6,983	17.86

But before a detailed study of questionnaire replies, grouped according to the tercile rank of the respondents on the ACE test, is presented, recognition should be made of the presence of multiple relationships between factors related to college attendance.

The categories contained in the questionnaire for this study were not mutually exclusive. Being a member of a racial group, for instance, did not prevent a respondent from being also a member of a sex group or an age group. Likewise a respondent fell into one of the categories under each of the other headings. And if he were a member of several groups from which a high percentage of respondents went to college, it seems reasonable that the probability of his attending college would be greater than if he were a member of only one such group.

While it would be impractical to explore the degrees of correlation between the three thousand odd pairs of categories which the questionnaire included, a grasp of the concept of multiple relationship is important if the reader is fully to appreciate the influence of the many factors related to educational discontinuance. Some graphic illustrations of the effect of these multiple relationships are shown below.

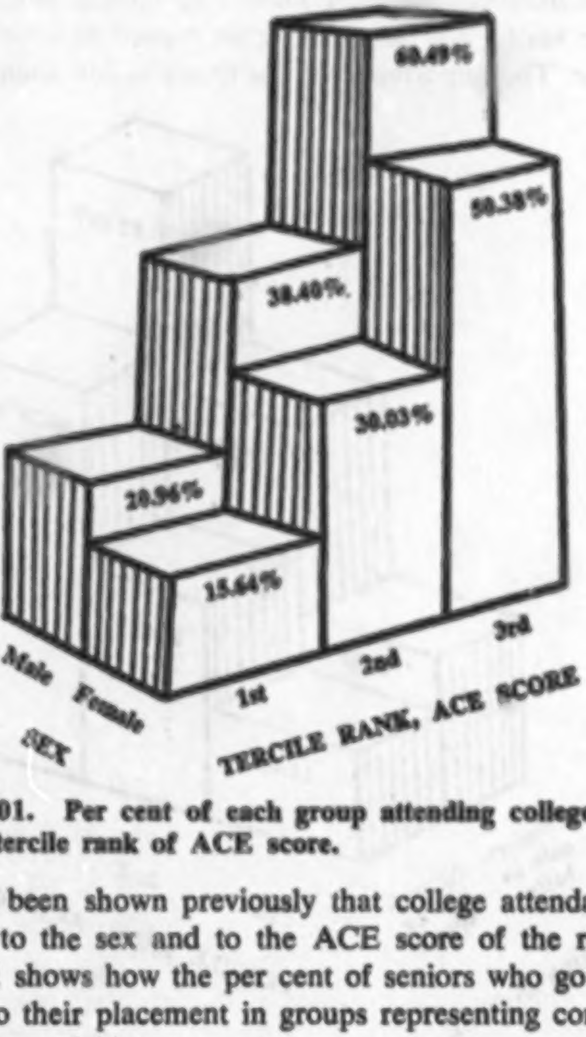

Figure 6.01. Per cent of each group attending college according to sex and tercile rank of ACE score.

It has been shown previously that college attendance is related both to the sex and to the ACE score of the respondent. Figure 6.01 shows how the per cent of seniors who go to college is related to their placement in groups representing combinations of these two variables.

Only 15.64 per cent of the female respondents in the first tercile attended college, while 20.96 per cent of the male respondents in this tercile attended. This is in considerable contrast to the third tercile, from which 50.38 per cent of the females and 60.49 per cent of the males went to college.

The differences between male and female percentages for each tercile verify that sex is a factor related to educational discontinuance. The importance of this factor is consistent regardless

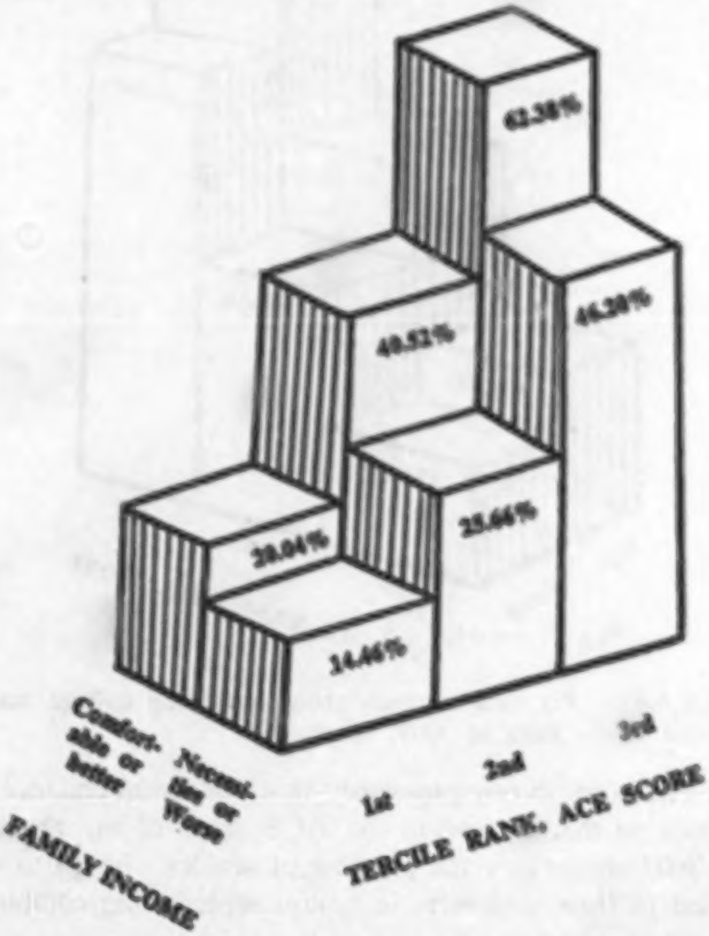

Figure 6.02. Per cent of each group attending college according to family income and tercile rank of ACE score.

of tercile rank. The data suggest that tercile rank of the senior is a more important factor than sex in determining college attendance.

Figure 6.02 shows the per cent of seniors from each tercile-income category who went to college. The range of percentages from the lowest to the highest group is slightly greater when family income is substituted for sex as the second variable. Comparisons of differences from left to right and from front to rear in the graph indicate that tercile rank of ACE scores and family income are factors of approximately equal importance in educational discontinuance.

Figure 6.03 shows how combinations of ACE scores and high-school curriculum followed are related to the per cent of seniors who went to college. The range of percentages attending college from the six groups is greater in this than in either of the previous graphs. The fact that steps indicating percentage differences are higher from front to back than from left to right suggests that the high-school curiculum followed by a senior is a more accurate index of college attendance than the senior's tercile rank on the ACE examination.

It should be noted that the back row of prisms in Figure 6.03 pictures the percentages of students from each tercile in both the general and college-preparatory curricula who attended college. When only those who followed a college-preparatory curriculum were considered, the percentages of seniors who attended college from the respective terciles were 38.71, 63.23, and 71.96. This represents considerable gain over the percentages for the combined general and college-preparatory groups.

In addition to their usefulness in picturing the principle of multiple relationship, the tercile grouping of respondents also provided an opportunity for study of the relationship between ACE scores, college attendance, and a number of other factors. Chapters 7, 8, 9, 10, and 11 summarize the questionnaire responses of students in the second and third terciles relative to sociological, economic, and educational factors.

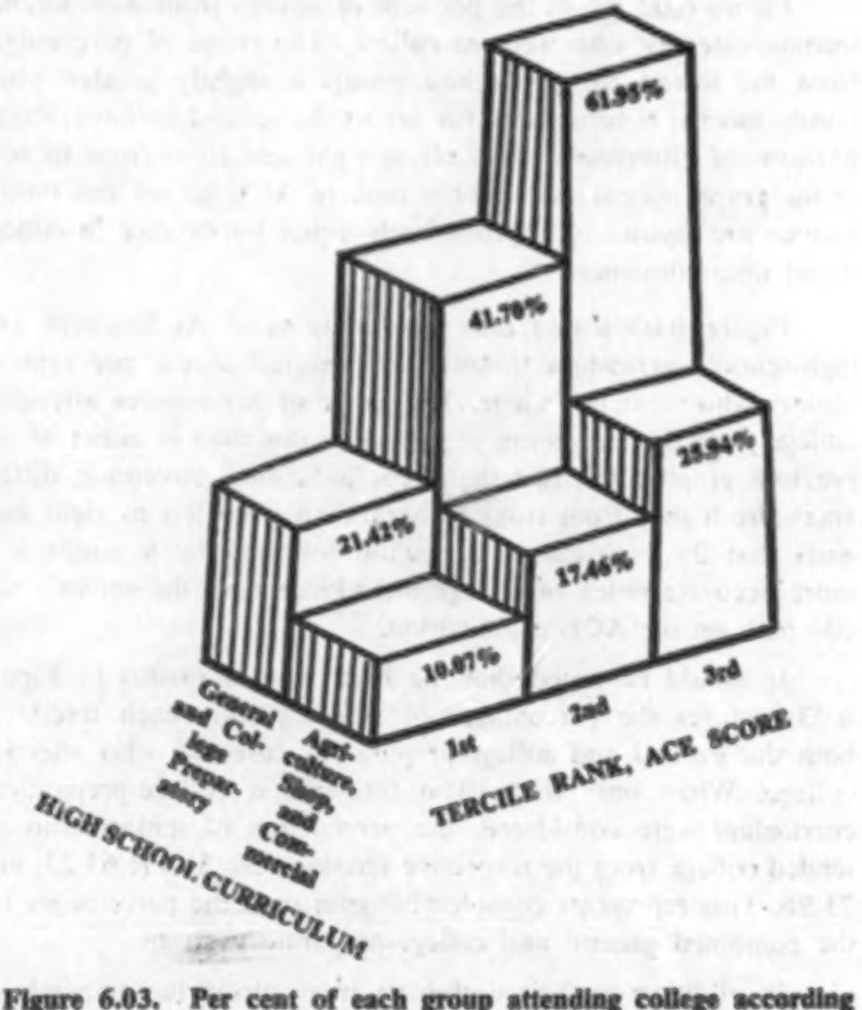

Figure 6.03. Per cent of each group attending college according to high school curriculum followed and tercile rank of ACE score.

TABLE 3

Statistical Data Related to Chapter 6

	Those who went to college			Those who did not go to college		
Category	Male	Female	Total	Male	Female	Total
			UPPER TERCILE			
All respondents	470	325	795	307	320	627
Family Income:						
Difficulty making ends meet	17	16	33	27	21	48
Difficulty getting necessities	12	5	17	20	11	31
Have necessities but not many luxuries	131	74	205	118	100	218
Comfortable but not well-to-do	299	226	525	135	183	318
Wealthy	6	3	9	3	1	4
High School Curriculum:						
Commercial	11	29	40	22	113	135
Agriculture	4	0	4	10	0	10
Shop or technical	8	0	8	15	0	15
College prep.	332	212	544	135	77	212
General	102	80	182	111	123	234
Other	11	3	14	13	6	19
			MIDDLE TERCILE			
All respondents	695	512	1,207	1,113	1,190	2,303
Family Income:						
Difficulty making ends meet	33	24	57	98	109	207
Difficulty getting necessities	25	9	34	59	51	110
Have necessities but not many luxuries	177	103	380	388	370	758
Comfortable but not well-to-do	440	361	801	544	643	1,187
Wealthy	8	10	18	9	6	15

Category	Those who went to college Male	Female	Total	Those who did not go to college Male	Female	Total
High School Curriculum:						
Commercial	25	91	116	86	507	593
Agriculture	34	0	34	128	0	128
Shop or technical	22	0	22	89	3	92
College prep.	349	222	571	195	137	332
General	248	193	441	568	511	1,079
Other	11	6	17	35	23	58
LOWER TERCILE						
All respondents	683	564	1,247	2,575	3,161	5,736
Family Income:						
Difficulty making ends meet	63	40	103	436	435	871
Difficulty getting necessities	49	39	88	296	344	640
Have necessities but not many luxuries	217	134	[illegible]51	800	895	1,695
Comfortable but not well-to-do	379	372	751	1,323	1,724	3,047
Wealthy	13	8	21	25	8	33
High School Curriculum:						
Commercial	30	121	151	212	1,227	1,439
Agriculture	76	2	78	593	7	600
Shop or technical	29	2	31	271	13	284
College prep.	231	182	413	338	316	654
General	352	277	629	1,419	1,750	3,169
Other	11	14	25	62	101	163

7

CHAPTER VII

Each From His Own Abode

"As the twig is bent the tree's inclined." And the environmental forces which first influence the personality of a child are the experiences with members of his own family in his own home.

Since it seemed reasonable to assume that such experiences might be related to the decision of a person to continue formal education beyond high school, an attempt was made in this study to explore the relationships between selected home conditions of high-school seniors and the subsequent attendance or non-attendance at college of those seniors.

The sample for this section of the study was limited to the 1,422 seniors who scored at or above the sixty-seventh percentile on the ACE Psychological Examination and the 3,510 seniors who scored from the thirty-fourth to the sixty-sixth percentile on this test. It has already been established that a relationship exists between college attendance and tercile rank on the ACE test; the responses to questions concerning the home environment were examined in terms of these two variables.

Relationships between variables are most obvious when ranges of scores under investigation are great. When seniors who had scored in the lower tercile on the ACE test were omitted, the range of ACE scores was considerably reduced. When questions were used in the questionnaire which placed more than 90 per cent of the respondents in a single category, a reduction in the range of scores for items in those questions also resulted. For instance, when 90 per cent of all respondents indicated that both their parents were living, there was little chance for a wide range of scores between the groups. And because of these reduced ranges of scores, techniques more refined than those used in Part II of this study were necessary for identifying some of the relationships. Tests for significance of differences between percentages were frequently used to make such identifications.*

Most of the items in each question used in this section were mutually exclusive—for example, a student could not be both married and single. Because of this fact, a high frequency of responses for one item was accompanied by a low frequency of responses in another item. This dependence led the writers to concentrate the discussion of differences between per cents of responses on one of the several items. Appropriate inferences can be drawn by comparing per cents shown for the other items. If the per cents of responses by groups indicate a positive relationship between being single and going to college, then it is likely that the per cents of responses will show a negative relationship between being married and going to college.

One factor related to the home environment of respondents was the vital status of their parents. Percentages of item responses related to this factor are grouped in four categories below.

Status	**Did Not Go to College**		**Did Go to College**	
of Parents	**Middle Tercile**	**Upper Tercile**	**Middle Tercile**	**Upper Tercile**
Both living	90.35%	89.93%	92.87%	92.94%
Both dead	.39%	.48%	.17%	.38%
Only father living	2.26%	1.60%	1.74%	.38%
Only mother living	7.00%	7.99%	5.22%	6.30%
	n=2,301	n=626	n=1,206	n=794**

While these data show that more than 90 per cent of those comprising the sample had both parents living and that less than

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* When differences are described as significant in this section it means significant at the one per cent level of confidence or that a difference of that size would occur by chance alone less than one time in a hundred.

** The number of respondents from each group is indicated in this summary only to give the reader an idea of the relative size of the groups. Complete data are shown in tables at the end of chapters.

1 per cent had neither parent living, and while the data confirm the phenomenom that mothers usually outlive fathers, they show little relationship between the vital status of parents and college attendance of the seniors.

Respondents who had both parents living were asked to indicate if their parents were living together or apart. Their replies are listed below in percentages:

	Did Not Go to College		Did Go to College	
Parents Live	**Middle Tercile**	**Upper Tercile**	**Middle Tercile**	**Upper Tercile**
Together	90.93%	90.80%	93.96%	92.89%
Apart	9.07%	9.20%	6.04%	7.11%

These figures show that a significantly higher percentage of students in the middle and upper terciles who went to college had parents living together than had the students in these terciles who did not go to college.

When the seniors were asked to indicate with whom they lived, association with two parents again showed itself an identifiable factor related to college attendance. The six possible responses showed the following distribution:

	Did Not Go to College		Did Go to College	
Live With	**Middle Tercile**	**Upper Tercile**	**Middle Tercile**	**Upper Tercile**
Father only	1.88%	2.76%	1.51%	.76%
Mother only	10.94%	11.36%	7.93%	9.52%
Both parents	81.23%	80.19%	88.14%	87.31%
Husband or wife	2.76%	2.60%	.42%	.13%
Other relatives	2.06%	2.76%	1.84%	2.28%
In an institution	.13%	.33%	.08%	.00%

The discrepancies between the per cents in the college and noncollege groups who lived with husband or wife was further investigated by responses regarding marital status of the respondents. The categorical distributions are listed below:

	Did Not Go to College		Did Go to College	
Marital Status	**Middle Tercile**	**Upper Tercile**	**Middle Tercile**	**Upper Tercile**
Single	85.65%	88.34%	98.42%	99.37%
Engaged	10.61%	7.99%	1.33%	.51%
Married	3.74%	3.67%	.25%	.12%

The relationship between marital status and going to college is unmistakable. The differences between terciles for each group of "single" respondents, although consistent, did not prove significant.

An investigation to learn how many people lived in the home of each respondent showed four to be both the mode and median number in each of the four groups. But examination of the percentages in each group above and below the median answer revealed that the seniors who did not go to college tended to come from larger families. The following table shows these percentages:

	Did Not Go to College		Did Go to College	
	Middle Tercile	Upper Tercile	Middle Tercile	Upper Tercile
Less than 4	24.26%	27.02%	23.61%	32.14%
Exactly 4	28.14%	28.96%	46.31%	34.31%
More than 4	47.60%	44.02%	30.08%	33.55%

Responses to the question regarding the number of rooms in the home of each respondent indicated that seniors who went to college tended to live in larger houses than did those who did not go to college. The mode and median number of rooms in the homes of seniors who went to college was six. The comparable number for students not going to college was five.

Students were also asked how many people besides themselves slept in their rooms. The median response for this item was one. But more discriminating than the answers given to this item was the refusal by some to answer it at all. While the students evidenced no hesitancy to indicate the number of rooms in the homes or the number of people who lived there, only 3,204 or 64.83 per cent of the eligible respondents indicated the number who slept in their rooms. And as is shown below, the reluctance to respond was related to both tercile rank and college attendance.

	Did Not Go to College		Did Go to College	
	Middle Tercile	Upper Tercile	Middle Tercile	Upper Tercile
Responded to item regarding number who slept in room	70.86%	64.75%	60.98%	52.83%

Students in the upper tercile seemed more sensitive about revealing this information than did the students in the middle tercile; more students who went to college than students who did not go to college left the question unanswered.

Another home-centered experience which was investigated was the languages other than English which were spoken in the homes of the seniors. The results showed these percentages.

Languages Besides English Spoken in Home	Did Not Go to College Middle Tercile	 Upper Tercile	Did Go to College Middle Tercile	 Upper Tercile
None	96.82%	96.74%	98.04%	95.65%
Italian	.53%	.16%	.17%	.51%
Spanish	.88%	.49%	.77%	1.02%
Other	1.77%	2.61%	1.02%	2.82%

The most obvious interpretation of these percentages is that Arkansas is predominantly a unilingual state. Bilingualism did not appear to an extent sufficient to indicate its relationship with other factors.

But the presence of books in the home was a different matter. The responses to items indicating the number of books in the home showed these percentages.

Number of Books in Home	Did Not Go to College Middle Tercile	 Upper Tercile	Did Go to College Middle Tercile	 Upper Tercile
0-9	5.71%	7.21%	3.54%	1.54%
10-24	26.26%	19.51%	11.64%	9.01%
25-49	24.49%	23.44%	22.09%	15.45%
50-99	21.86%	19.02%	24.03%	23.94%
100 and over	21.68%	30.82%	38.70%	50.06%

These percentages indicate that the number of books in the home is related both to tercile rank and to college attendance. The differences and the ascending order from left to right of the percentages in the line indicating the presence of 100 or more books clearly indicates the interrelationships that are present.

The presence of magazines in the home indicated a similar pattern although the greater number of items to be checked under magazines than under books and the possibility that respondents could check several magazines probbaly made the differences less pronounced.

Some noteworthy comparisons between the four groups of respondents are shown below.

	Did Not Go to College		Did Go to College	
	Middle Tercile	Upper Tercile	Middle Tercile	Upper Tercile
Subscriptions per person	2.46	2.64	3.13	3.27
Picture magazines	35.63%	40.49%	56.49%	53.67%
News magazines	11.10%	13.28%	21.75%	23.17%
Popular Science and Mechanics	15.45%	15.90%	18.97%	19.95%
Reader's Digest	42.09%	52.95%	57.07%	65.64%
Progressive Farmer	41.62%	33.11%	31.37%	20.46%
Unlisted magazines	37.17%	43.44%	41.56%	57.14%

The number of subscriptions per person and the per cents of respondents who signified subscriptions to magazines not listed in the questionnaire indicated relationships with both tercile rank and college attendance. *Reader's Digest*, which was checked with greatest frequency of all listed magazines, also showed this relationship to both college attendance and tercile rank. Subscription to most of the magazines listed in the questionnaire indicated greater relationship to college attendance than to tercile rank.

An exception to the general trend was noted for the *Progressive Farmer*. Subscription to this magazine showed a negative relationship with both college attendance and tercile rank. This finding is compatible with the earlier discovery that seniors who live in the rural areas—and who might therefore be expected to show greater preference for a farm magazine—go to college in less proportion than those from urban areas. The differences between per cents of subscribers to this magazine for the middle and upper terciles suggests that the farm population did not supply its proportionate share of seniors who scored in the upper tercile of the ACE test.

Parent participation in community organizations were similar to findings concerning magazine subscriptions. Organization membership per respondent and membership in the most popular organizations showed a positive relationship with both college attendance and tercile rank. Some selected comparisons of organization membership are shown below.

	Did Not Go to College		Did Go to College	
	Middle Tercile	Upper Tercile	Middle Tercile	Upper Tercile
Organizations per person	1.41	1.49	2.16	2.34
Service clubs	3.28%	4.59%	15.18%	18.79%
Chamber of Commerce or business	3.37%	4.43%	13.07%	13.77%
PTA or mothers' club	42.70%	50.33%	64.59%	70.91%
Card playing	5.10%	5.25%	11.55%	14.93%
Labor union	19.01%	17.70%	11.55%	16.73%
Farm Bureau	14.98%	12.30%	15.35%	11.58%
Unlisted organizations	14.70%	16.89%	25.04%	30.24%

The fact that living in a town or city, which is itself related to college attendance, facilitates club memberships is no doubt reflected in these data. Membership in labor unions and the farm bureau for the four groups of respondents were exceptions to the basic pattern.

The environment of two households is never quite the same. The complexity of factors contributing to home environments makes such factors difficult to study. Responses of more than 4,900 high-ability high-school seniors gave some support to the position that living in the most frequently practiced, culturally approved pattern, such as living with both parents in an uncrowded home, is related to college attendance. Responses of these same seniors leave little doubt that the social activities of the parents and the number of books and magazines in the home are related to both college attendance and ACE test score.

But one should not jump to the conclusion that improvement can be made in the test scores of a senior or in the probability of his attending college simply by enlisting his parents in more club work or by stocking his home with books and magazines. Membership of parents in organizations and the presence of reading material in the home may well be by-products of other cultural and economic influences in the home. Educational backgrounds and attitudes of other members of the families of the respondents are influences worthy of examination.

TABLE 4

Statistical Data Related to Chapter 7

Category	Those who did not go to college Middle Tercile	Those who did not go to college Upper Tercile	Those who did go to college Middle Tercile	Those who did go to college Upper Tercile
Vital status of parents:				
Both living	2,079	563	1,120	738
Both dead	9	[illegible]	2	3
Only father living	52	10	21	3
Only mother living	161	50	63	50
Do parents live together?				
Yes	1,904	513	1,057	692
No	190	52	68	53
With whom do seniors live?				
Father only	43	17	19	6
Mother only	250	70	95	75
Both parents	1,857	494	1,055	688
Husband or wife	63	16	5	1
Other relatives	70	17	22	18
Institution	3	2	1	0
Marital status of senior:				
Single	1,969	553	1,186	784
Engaged	244	50	16	4
Married	86	23	3	1
Number of people in home:				
2	74	27	37	24
3	476	140	321	227
4	638	179	381	268
5	515	118	249	141
6	274	86	126	82
7	146	37	51	22
8	82	13	16	6
9	60	18	14	11
10 and more	2	0	0	0
Number of rooms in home:				
1	4	1	1	0
2	11	5	2	1
3	64	14	15	7
4	452	96	130	82

	Those who did not go to college		Those who did go to college	
Category	Middle Tercile	Upper Tercile	Middle Tercile	Upper Tercile
5	659	198	284	187
6	630	177	364	194
7	257	57	172	156
8 and more	188	68	222	154
Number besides yourself who sleep in your room:				
0	544	139	327	175
1	802	204	310	199
2	180	45	73	30
3	84	15	18	9
4	13	1	2	4
5 and more	9	2	6	3
Languages other than English spoken in home:				
None	2,189	594	1,149	748
Italian	12	1	2	4
Spanish	20	3	9	8
Other	40	16	12	22
Number of books in home:				
0-9	122	44	42	12
10-24	561	119	138	70
25-49	523	143	262	120
50-99	467	116	285	186
Over 100	463	188	459	389
Magazines subscribed to or regularly bought:				
Sat. Eve. Post	421	141	330	155
Reader's Digest	899	323	677	510
American Boy	11	4	4	3
American Girl	70	26	70	59
Newsweek	122	37	116	93
Field and Stream	310	81	216	136
Nat'l Geographic	74	31	86	77
Time	115	44	142	87
Life	423	127	398	237
Look	346	120	272	180

Category	Those who did not go to college		Those who did go to college	
	Middle Tercile	Upper Tercile	Middle Tercile	Upper Tercile
Better Homes & Gardens	445	114	346	247
Popular Mech'ics	217	56	111	83
Popular Science	113	41	77	72
Prog. Farmer	889	202	372	159
Other	794	265	493	444
Organizations parents belong to:				
Bus. & Prof. Wom.	19	11	36	25
PTA or Mother's Club	912	307	766	551
Quota Club	3	1	3	2
Am. Leg. or VFW	145	42	106	74
Rotary	21	8	64	55
Knights of Col.	32	7	15	18
Elks	32	8	26	20
Masons	353	99	300	173
Eastern Star	124	28	125	63
Odd Fellows	24	8	9	2
Rebeccas	10	3	7	1
Lions	29	16	82	52
Moose	19	3	9	4
Labor Union	406	108	137	130
Farm Bureau	320	75	182	90
Grange	4	1	3	3
Chamber of Commerce or business club	72	27	155	107
Kiwanis	20	4	34	39
Shrine	34	15	49	35
League of Women Voters	4	4	8	9
Card playing grp.	109	32	137	116
AAUW	4	0	9	13
Others	314	103	297	235

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CHAPTER VIII

Family Traditions Are Strong

The inference in the saying "like father, like son" is not limited to physical characteristics or to the masculine members of a family. The study of certain characteristics of homes from whence came uper-ability high-schol seniors revealed some characteristics of home life which were related both to tercile rank on the ACE test and to college attendance. This was particularly true of the number of books and magazines in the homes and the number of organizations to which the parents belonged.

It seemed worthwhile to investigate the relationship between other home background elements and the tercile rank and college attendance of the seniors.

The mother's influence is widely accepted as an important factor in creating the atmosphere of a home; the educational achievement of mothers was examined for possible relationship with the tercile rank of the seniors and with their subsequent college attendance. Percentages in selected categories are shown below.

Education of Mother	Did Not Go to College		Did Go to College	
	Middle Tercile	Upper Tercile	Middle Tercile	Upper Tercile
Completed 8th gr.	27.92%	20.88%	13.59%	11.25%
Completed h. sch.	22.17%	30.02%	31.86%	33.25%
Had some college work	4.29%	8.32%	13.09%	16.18%
Grad. from coll.	2.08%	4.89%	9.67%	14.92%

These data indicate that seniors in the upper tercile who went to college had the greatest per cent of mothers who were college graduates. The ascending numbers from left to right in the line

"Graduated from college" and the descending numbers in the line "Completed 8th grade" leave no doubt that the level of education of the mother is related to the ACE scores and to the college attendance of the seniors.

Because certain types of work require special educational preparation, the occupation of mothers before marriage was also considered an index to their levels of education. The percentages below indicate the frequency of seniors' responses related to premarital employment of mothers.

Occupation of Mother Before Marriage	Did Not Go to College		Did Go to College	
	Middle Tercile	Upper Tercile	Middle Tercile	Upper Tercile
Teacher	3.84%	6.75%	10.48%	16.01%
Clerical	4.49%	7.07%	9.81%	15.49%
Domestic	5.34%	4.98%	4.11%	1.92%
Other	8.51%	12.22%	10.48%	12.68%
Don't know	21.00%	15.59%	15.51%	11.91%
No occupation	56.37%	53.38%	49.62%	42.00%

More seniors in the upper tercile who went to college had mothers who had been in the teaching profession before marriage than who had been in any other occupation. The percentages of mothers who had taught, as well as those who had done clerical work, increased from left to right in the chart, indicating that these two premarital occupations are related to ACE scores and to the college attendance of seniors. The percentages representing no occupation decreased from left to right.

The level of education of the fathers also showed a positive relationship with both the college attendance and the tercile rank of the seniors. The percentages for selected levels are shown below.

Education of Father	Did Not Go to College		Did Go to College	
	Middle Tercile	Upper Tercile	Middle Tercile	Upper Tercile
Completed 8th gr.	31.98%	26.45%	20.89%	13.39%
Completed h. sch.	15.41%	20.83%	24.58%	27.84%
Had some college work	4.01%	7.11%	12.11%	16.73%
Grad. from coll.	3.42%	6.94%	14.79%	14.73%

The relationship between the education of the fathers and both college attendance and tercile rank is evident. The magnitude of differences in the per cents shown in the respective columns present a consistent pattern. The only inconsistency between percentages for the terciles is in the group who went to college and whose fathers were college graduates. This slight reversal, of course, does not negate the basic relationship.

The education of older brothers and sisters seemed also to indicate that educational practices followed family patterns. Percentages reported here are based on the number of respondents who indicated that they had older brothers or sisters. Nearly 70 per cent of those who went to college and less than 60 per cent of those who did not go reported no older brother or no older sister. Selected per cents regarding education of older brothers follow.

Education of Older Brother	Did Not Go to College Middle Tercile	 Upper Tercile	Did Go to College Middle Tercile	 Upper Tercile
Some h. sch. work	23.10%	17.67%	10.99%	7.94%
High sch. grad.	39.41%	36.64%	20.60%	19.63%
Some coll. work	10.94%	13.36%	14.56%	8.88%
Now in college	10.33%	15.09%	31.87%	28.50%
College graduate	8.11%	11.64%	18.41%	32.24%

These numbers indicate a strong tendency for seniors to follow educational patterns similar to those followed by older brothers. If a dichotomy is made between responses of those who had brothers who went to college and those who had brothers who did not, then the relationship between the education of older brothers and both tercile rank and college attendance of the seniors is clearly evident.

Educational practices of seniors also showed a similarity with the educational level achieved by older sisters. Respondents who reported having older sisters indicated education levels for those sisters in the following per cents.

Education of Older Sister	Did Not Go to College Middle Tercile	Did Not Go to College Upper Tercile	Did Go to College Middle Tercile	Did Go to College Upper Tercile
Some h. sch. work	19.74%	15.77%	10.28%	5.69%
High sch. grad.	50.90%	49.79%	27.76%	27.96%
Some coll. work	11.82%	10.37%	22.11%	23.22%
Now in college	4.91%	9.54%	15.17%	24.64%
College graduate	7.21%	9.13%	20.31%	14.69%

The relationship between the level of education of an older sister and college attendance is obviously apparent. The differences between terciles is not consistent. From the seniors who went to college, a much larger proportion of upper-tercile than middle-tercile seniors reported sisters "Now in college;" but a larger percentage of middle-tercile seniors reported sisters who graduated from college.

The respondent's appraisal of his family's attitude toward college attendance also appeared to influence his action regarding college attendance. As shown by the numbers below, more than 96 per cent of the seniors who went to college reported that their parents wanted them to go or that their parents insisted that they go. Significant differences appeared between the per cents of responses to these items by the members of the middle and upper terciles who did not go to college.

Family Attitude	Did Not Go to College Middle Tercile	Did Not Go to College Upper Tercile	Did Go to College Middle Tercile	Did Go to College Upper Tercile
Insists I go	4.96%	8.38%	16.44%	19.87%
Wants me to go	63.78%	66.16%	80.03%	78.09%
Is indifferent	29.55%	24.12%	3.27%	1.91%
Doesn't want me to go	1.53%	1.17%	.25%	.13%
Won't allow me to go	.09%	.17%	.00%	.00%

The expressed wishes of the family regarding a vocational objective for the seniors also have a relationship to college attendance and tercile rank. In view of the traditional preparations required for most professions this is not surprising. The per cent of respondents for each vocation is given below.

Vocation Parents Wish You to Follow	Did Not Go to College		Did Go to College	
	Middle Tercile	Upper Tercile	Middle Tercile	Upper Tercile
Profession	26.52%	39.87%	54.88%	62.27%
Own or manage business	3.72%	2.49%	3.32%	2.33%
Office work	26.16%	20.60%	9.95%	4.26%
Sales	.95%	.83%	.60%	.39%
Own or manage farm	1.95%	1.66%	1.53%	.78%
Skilled tradesman	9.34%	6.31%	2.55%	1.81%
Factory worker	.86%	.50%	.26%	.13%
Other	.86%	1.66%	1.11%	.78%
Parents have not indicated a wish	29.65%	26.08%	25.68%	27.26%

Office work and skilled trades were rather poor runners-up to the professions as desired vocational objectives in the minds of parents. It is rather startling that so little interest in owning or managing a business was evidenced. Parents of more than one-fourth of the middle and upper-tercile seniors had not indicated a vocation which they wished the seniors to follow.

The degree of agreement between the wishes of parents and the predictions of seniors regarding future vocational plans can be assayed by a comparison of the per cents in the previous chart with those in the chart which follows. It is quite evident from the figures below that most seniors who went to college had aspirations to enter one of the professions. The differences between the per cents who aspired to a profession from each of the four groups is greater for student predictions than for parent wishes. The differences between tercile groups and the differences between the college and non-college groups are significant.

Student's Occupational Prediction for Self	Did Not Go to College		Did Go to College	
	Middle Tercile	Upper Tercile	Middle Tercile	Upper Tercile
Profession	25.11%	41.53%	65.39%	78.04%
Own or manage business	6.71%	4.65%	4.93%	3.49%
Office work	30.83%	25.75%	14.71%	8.66%
Sales	1.95%	1.16%	1.28%	.65%
Own or manage farm	4.44%	2.49%	2.29%	1.55%
Skilled tradesman	16.41%	13.95%	6.21%	3.87%
Factory worker	3.72%	1.50%	.85%	.39%
Other occupation	10.83%	8.97%	4.34%	3.36%

Examination of factors related to the education and attitudes of members of a high-school senior's family seems to indicate that these factors are frequently related to the scores made by the seniors on the ACE examination and exert considerable influence on the decisions of the seniors regarding college attendance. The evidence indicated that seniors who had a father, a mother, or an older sister or brother who went to college were more likely to go to college than were seniors who had no such relative to attend college. The premarital occupation of the mother and both the wishes of the parents and the predictions of the seniors regarding vocational objectives of the seniors were related to tercile rank and college attendance.

From the evidence, it appears that attending college seems to be part of a way of life for some families and that children in such families show a high probability of college attendance.

TABLE 5

Statistical Data Related to Chapter 8

Category	Those who did not go to college Middle Tercile	Those who did not go to college Upper Tercile	Those who did go to college Middle Tercile	Those who did go to college Upper Tercile
Education of mother:				
No school	7	1	0	1
Some grade sch.	215	50	43	19
Completed 8th gr.	631	128	163	89
Some high sch.	688	147	278	129
High sch. grad.	501	184	382	263
Bus., trade sch.	74	22	60	44
Some college	97	51	157	128
College graduate	47	30	116	118
Occupation of mother before marriage:				
Teacher	87	42	125	125
Clerical	112	44	117	121
Domestic	121	31	49	15
Other	193	76	125	99
Don't know	476	97	185	93
No occupation	1,278	332	592	328
Education of father:				
No school	6	3	2	1
Some grade sch.	391	91	92	40
Completed 8th gr.	710	160	226	100
Some high school	535	121	162	122
High sch. grad.	342	126	266	208
Bus., trade sch.	71	19	43	41
Some college	89	43	131	125
College graduate	76	42	160	110
Education of older brother:				
Have none	1,175	355	730	502
Left before h. sch.	53	10	5	0
Left before grad.	228	41	40	17
Still in hi. sch.	27	3	8	6
Left after grad.	389	85	75	42
Some college	108	31	53	19
College graduate	80	27	67	69
Now attending college	102	35	116	61

Category	Those who did not go to college Middle Tercile	Those who did not go to college Upper Tercile	Those who did go to college Middle Tercile	Those who did go to college Upper Tercile
Education of older sister:				
Have none	1,146	350	715	510
Left before h. sch.	36	5	5	1
Left before grad.	197	38	40	12
Still in hi. sch.	18	8	12	7
Left after grad.	508	120	108	59
Some college	118	25	86	49
College graduate	72	22	79	31
Now attending college	49	23	59	52
Family feeling regarding college:				
Insists I go	107	50	196	156
Wants me to go	1,375	395	954	613
Is indifferent	637	144	39	15
Doesn't want me to go	35	7	3	1
Won't allow me to go	2	1	0	0
Vocation parents wish you to follow:				
Profession	585	240	647	482
Own or manage business	82	15	39	18
Office work	577	124	117	33
Sales	21	5	7	3
Own or manage farm	43	10	18	6
Skilled tradesman	206	38	30	14
Factory worker	19	3	3	1
Other occupations	19	10	13	6
Have not indicated wish	654	157	302	211
Student's occupational prediction for self:				
Profession	554	250	769	604
Own or manage business	148	28	58	27
Office work	680	155	173	67
Sales	43	7	15	5

Category	Those who did not go to college Middle Tercile	Those who did not go to college Upper Tercile	Those who did go to college Middle Tercile	Those who did go to college Upper Tercile
Own or manage farm	98	15	27	12
Skilled tradesman	362	84	73	30
Factory worker	82	9	10	3
Other occupations	239	54	51	26

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CHAPTER IX

Money Isn't Everything

The economic status of a senior's family has been identified in Chapter 4 as a factor related to the senior's attendance at college. Of the seniors who indicated that their families were wealthy, 48 per cent went to college. This percentage was nearly double the percentage of seniors in other economic categories that went to college.

Several factors which might be related to economic wealth, such as number of books in the home and number of rooms in the house, have also shown a positive relationship with college attendance. Questions designed to provide greater knowledge of the economic status of the families of seniors and to help explore the relationship of economic status with other variables were asked. One such question concerned the occupation of the respondents' fathers.

Per cents of seniors in the four groups who had fathers in selected occupations are shown below.

Occupation of Father	Did Not Go to College		Did Go to College	
	Middle Tercile	Upper Tercile	Middle Tercile	Upper Tercile
Profession	4.16%	7.11%	10.86%	14.42%
Owns or manages business	13.28%	18.54%	26.15%	27.64%
Office work	3.69%	6.93%	6.86%	9.21%
Sales	4.68%	4.33%	5.99%	9.88%
Owns or manages farm	21.27%	15.94%	14.60%	10.28%
Skilled tradesman	26.27%	24.44%	19.03%	17.62%
Factory worker	24.40%	19.93%	14.34%	8.41%
Other	2.24%	2.77%	2.17%	2.54%

The tendency, as indicated by these per cents, is clear and consistent. Seniors who are in the upper tercile and seniors who go to college have fathers who are in the professions, who own or manage businesses, and who do office and sales work in greater proportions than seniors who are in the middle tercile and who do not go to college. The trend is reversed for seniors whose fathers own or manage a farm, who are skilled tradesmen or who are factory workers.

When occupations of mothers were examined, data showed that more than two-thirds of the respondents in each of the four groups listed their mother's present occupation as "housewife." But influence of teaching mothers on college attendance was again apparent in responses to this question. While 7.12 per cent of the upper-tercile group who went to college had mothers who were teaching, only 1.58 per cent of middle-tercile seniors who did not go to college indicated teaching as the occupation of their mothers. Per cents for the intermediate groups—upper-tercile seniors who did not go to college and middle-tercile seniors who did go to college—completed a consistent pattern.

Responses made by seniors regarding certain living conditions proved interesting and some of the conditions showed positive relationships with the variables under consideration. It was interesting, for instance, that more than 97 per cent of each group reported having both electricity and mechanical refrigeration in the home.

Some of the discriminating items concerning living conditions are shown below with their accompanying per cent of "yes" responses.

	Did Not Go to College		Did Go to College	
Do You Have—	**Middle Tercile**	**Upper Tercile**	**Middle Tercile**	**Upper Tercile**
Central heating	39.34%	42.58%	59.15%	61.51%
Running water	80.98%	85.81%	92.96%	94.09%
Both hot and cold running water	68.91%	77.83%	87.66%	89.31%
Telephone	58.45%	66.83%	80.93%	86.06%
Television	74.55%	77.51%	85.42%	87.07%

All of the above listed symbols of economic success and more comfortable living show a positive relationship with both college attendance and tercile rank. Of the five items listed, having a telephone in the home showed the greatest range in responses and the closest relationship with both variables.

But all indices pertaining to living conditions were not so consistent. While higher per cents of seniors who went to college indicated they came from families who owned or rented a deep freeze and who owned their own homes than the per cents of seniors who did not attend college, the per cents possessing these items in the middle-tercile groups were greater than those in the upper-tercile groups.

Another index of economic status in mid-twentieth-century America is automobile ownership. Respondents were asked the number of passenger cars their families owned and the make and model of the newest car. Per cents of the four groups related to the number of cars owned are shown below.

Number of Passenger Cars Owned	Did Not Go to College		Did Go to College	
	Middle Tercile	Upper Tercile	Middle Tercile	Upper Tercile
None	10.99%	11.94%	5.54%	6.77%
One	59.27%	57.58%	52.27%	53.13%
Two or more	29.74%	30.48%	42.20%	40.10%

These figures for ownership of two or more cars show but litle difference between tercile-rank groups but they show a big difference between the groups who went and the groups who did not go to college.

The recency of car models also was related positively to college atendance. About 54 per cent of the seniors from both groups who went to college reported owning cars not more than three years old. The corresponding figure for upper-tercile seniors who did not go was 41.37 per cent and for middle-tercile seniors who did not go, 34.64.

The make of car owned by families of the seniors was positively related to college attendance. Some per cents of responses grouped in price ranges ars shown below.

Make of Family's	Did Not Go to College		Did Go to College	
Newest Car	Middle Tercile	Upper Tercile	Middle Tercile	Upper Tercile
Chevrolet, Ford, Plymouth	64.33%	60.85%	59.48%	54.82%
Buick, Dodge, Mercury, Pontiac	15.21%	16.97%	19.13%	22.13%
Cadillac	.58%	.49%	1.43%	1.67%

Percentages for the "low priced three" decreased from left to right. Those for four medium priced cars increased. There were relatively few Cadillacs reported but the greater per cents of Cadillac ownership were indicated by those seniors who went to college.

Since the source of family income was considered an index to economic status, seniors were asked to indicate income source. Per cents for the five listed sources are shown below.

Which One Phrase Best Describes How Your Family Gets	Did Not Go to College		Did Go to College	
Its Income	Middle Tercile	Upper Tercile	Middle Tercile	Upper Tercile
Professional fees or business profifts	27.28%	29.70%	38.51%	31.94%
Wages, commissions on menthly, yearly basis	44.60%	44.14%	46.45%	55.68%
Wages on seasonal or hourly basis	21.29%	18.46%	10.78%	7.83%
Income from investments	1.45%	1.12%	1.92%	1.64%
Pensions	5.38%	6.58%	2.34%	2.90%

While more than 70 per cent of each group reported professional fees, business profits, wages, or commissions paid on a monthly or yearly basis as the principal source of income, the higher per cents for these combinations are shown for the groups who went to college. Seniors who did not go to college reported family income dependence on seasonal and hourly wages and on pensions in higher proportions.

While there is clear evidence of relationship between economic status and college attendance in these data, there is inconclusive evidence of relationship between economic status and tercile rank. In fact, the data sometimes suggest a stronger economic position for families of seniors who scored in the middle tercile than for those who scored in the upper tercile.

The amount of family income—in descriptive rather than dollar amounts—reported by seniors has already been discussed as it related to plans for college attendance and realization of those plans by all seniors in the study. The effect of membership in income and tercile groups on the probability of college attendance has been presented in Chapter 6. Further analysis of family income data indicates that while college attendance may well be related to both family income and tercile rank, any relationship which may exist between income and membership in the second or third tercile is much less apparent.

Per cents of responses regarding the amount of family income by middle and upper-tercile seniors are shown below.

Phrase Which Best Describes Your	Did Not Go to College		Did Go to College	
Family's Income	Middle Tercile	Upper Tercile	Middle Tercile	Upper Tercile
Frequently have difficulty making ends meet	9.09%	7.75%	4.79%	4.18%
Sometimes have difficulty getting necessities	4.83%	5.01%	2.86%	2.15%
Have all necessities but not many luxuries	33.29%	35.22%	23.53%	25.98%
Comfortable but not well-to-do	52.13%	51.37%	67.31%	66.54%
Wealthy	.66%	.65%	1.51%	1.14%

It is clearly evident that the significant differences which appear are the differences between the college and non-college groups and not between terciles.

Although some factors—such as number of books in the home, the presence of a telephone in the home, and the occupation of fathers—which are associated with economic status are related to both college attendance and tercile rank, their relationship with tercile rank appears not to be derived from economic considerations alone.

In fact, on the basis of the data examined in this study it appears that seniors who scored in the second ACE tercile and went to college come from families which most nearly represent the ideals of present American culture and occupy the strongest economic position. Of the four groups studied, this second-tercile, college-attending group of seniors reported the greatest proportion of "wealthy" families, the greatest proportion who owned their own home, the greatest proportion who derived their incomes from professional fees and business profits, the greatest proportion who derived their incomes from investments, and the least proportion who derived their income from pensions.

It seems evident that economic status is related to college attendance largely because seniors from families of higher economic levels can afford to go to college and are expected to go to college and not because those seniors have greater aptitude for college work.

TABLE 6

Statistical Data Related to Chapter 9

	Those who did not go to college		Those who did go to college	
Category	Middle Tercile	Upper Tercile	Middle Tercile	Upper Tercile
Occupation of father:				
Profession	89	41	125	108
Owns or manages business	284	107	301	207
Office work	79	40	79	69
Sales	100	25	69	74
Owns or manages farm	455	92	168	77
Skilled tradesman	562	141	219	132
Factory worker	522	115	165	63
Other occupations	48	16	25	19
Occupation of mother now:				
Teacher	35	15	64	56
Housewife	1,658	412	795	531
Other	501	173	308	196
Don't know	17	4	6	4
Number of yes answers regarding living conditions, n for each group as shown:	n=2,303	n= 627	n=1,207	n= 795
Central heat	906	267	714	489
Running water	1,865	538	1,122	748
Both hot and cold running water	1,587	488	1,058	710
Mechanical refrigeration	2,255	617	1,198	788
Telephone	1,346	419	966	684
Deep freeze	1,011	269	647	392
Electric lights	2,278	617	1,201	788
Television	1,717	486	1,031	692
Family owns its home	1,569	417	930	589

Category	Those who did not go to college		Those who did go to college	
	Middle Tercile	Upper Tercile	Middle Tercile	Upper Tercile
Number of cars:				
None	249	74	66	53
One	1,343	357	623	416
Two or more	674	189	503	314
Source of family income:				
Professional fees, business profits	619	185	461	253
Wages or commissions on monthly, yearly basis	1,012	275	556	441
Wages on hourly or daily basis	483	115	129	62
Income from investments	33	7	23	13
Pensions	122	41	28	23
Amount of family income:				
Have difficulty making ends meet	207	48	57	33
Have difficulty getting necessities	110	31	34	17
Have all necessities but not many luxuries	758	218	280	205
Comfortable but not well-to-do	1,187	318	801	525
Wealthy	15	4	18	9

CHAPTER X

What They Did at School

During the Horace Mann era the "single educational ladder" became the popular ideal of American education. Much of the educational effort of the past century has been directed toward making this single ladder a reality. But in more recent years recognition of the need for several educational tracks has encouraged the deveolpment of a variety in school curricula.

Basic interrelationships between the high-school curricula followed by seniors, subsequent college attendance and the scores made by them on the ACE test have been explored previously in this study. However, a more thorough analysis of relationships between school experiences and college attendance for seniors in the upper terciles seemed desirable. The per cents of students in the middle and upper terciles who did go and did not go to college and who followed each high school curriculum are shown below.

High School	Did Not Go to College		Did Go to College	
Curriculum	Middle Tercile	Upper Tercile	Middle Tercile	Upper Tercile
Commercial	25.99%	21.60%	9.66%	5.05%
Agriculture	5.61%	1.60%	2.83%	.50%
Shop, technical	4.03%	2.40%	1.83%	1.01%
College prep.	14.55%	33.92%	47.54%	68.69%
General	47.28%	37.44%	36.72%	22.98%
Other	2.54%	3.04%	1.42%	1.77%

In most cases the differences between tercile groups and/or between the groups attending or not attending college are so large as to preclude the necessity of tests for significance. The relationships are obvious. But other questions might well be raised by some of the differences shown.

One such question is related to the fact that the differences in some cases are no larger than they are. Why should one-third of the upper-tercile students who did not go to college take a college-preparatory curiculum in high school? Or stated differently, why, after taking a college-preparatory curriculum did they not go to college? The same question, although arousing less concern, might be asked of the 14.55 per cent of the seniors in the middle tercile who did not go to college after apparently preparing to do so.

Of equal concern is the fact that more than one-fifth of the seniors in the upper tercile and more than one-third of those in the middle tercile who went to college followed a general curriculum in high school. Were they as well prepared for college as they would have been if they had followed a college-preparatory curriculum?

Why did such a small per cent of these groups follow the agriculture, shop, and technical curricula? Is this a reflection on the quality of school offerings in these subjects, on the post-graduation opportunities associated with them, on the lack of information regarding these opportunities, or on other factors?

The answers to such questions are not easy. Answers to such complex questions are illusive and depend to a degree on factors not included in this study. But because these answers are important to the society which supports public education in this country, they must be sought. A later section of this report will present a viewpoint concerning possible answers.

But answers of immediate interest were obtained from the seniors as to why they selected the high-school curricula they selected. Since they were asked to check only the "most important reanson" for their selection, respondents were limited to one choice. The per cents of responses to the items below give some clues to answers for questions raised earlier.

Most Important Reason for Selecting High School Curr'lum	Did Not Go to College		Did Go to College	
	Middle Tercile	Upper Tercile	Middle Tercile	Upper Tercile
Only one offered	11.48%	9.98%	11.46%	7.10%
Teachers' advice	1.55%	1.13%	1.76%	.51%
Counselor's advice	2.74%	4.19%	6.11%	5.45%
Parents' advice	3.67%	3.70%	4.69%	3.80%
Required by sch.	11.98%	8.05%	10.04%	6.08%
Made best grades	3.89%	2.42%	13.97%	15.46%
Fitted vocational plans	38.44%	48.49%	46.44%	57.79%
Most interesting	17.81%	15.30%	13.97%	15.46%

These numbers show that a sizable per cent of students in both terciles made the curriculum selections they made because that curriciulum was required by the school they attended. Slightly more indicated the most important reason for their choice was that the curriculum they followed was the only one offered in the school they attended. A combination of these totals shows that about one-fifth of the upper-ability seniors took the high-school curriculum they took because they had no alternate choice.

The quality of grades made in the selected curricula was named as the primary reason for their choice by a large number of those who attended college but not by those who did not attend. Although a positive correlation is usually expected between the student's interest in a subject and the grades he makes in it, no such relationship is demonstrated in the proportions of responses to these items shown here.

The limited extent to which advice from teachers, parents, and counselors was indicated as the primary reason for curriculum selection might come as a surprise to some readers. Of the three groups offering advice, the advice of counselors seems to have made the greatest impression on the seniors and to have been more effective with those who attended college than with those who did not. Lest these advisors—teachers, parents, counselors—feel despondent at the low per cents associated with these items, they might be reminded that failure to achieve primary recognition does not altogether vitiate their influence in the selection. Their advice may well have been an important factor in the seniors' choices of vocations and thus the high frequencies of responses for "Fitted vocational plans" may have been due to the advice of teachers, parents and counselors.

The responses of all four groups of students left no doubt as to the popularity of "Fitted vocational plans" as a reason for selecting a high-school curriculum. The frequency of response to this item showed a positive relationship with both tercile rank and college attendance and it was the most popular choice for all of the groups. More than half of those who went to college and more than half of those in the upper tercile listed "Fitted vocational plans" as the most important reason for the selection of the curriculum they followed in high school.

Although only about 15 per cent of the upper-ability group indicated that they chose a high-school curriculum because it was most interesting to them. A greater proportion, as indicated below, professed real enjoyment of school.

Distribution of responses by the four groups relative to how well they liked school are shown below.

How Well They Liked School	Did Not Go to College Middle Tercile	Upper Tercile	Did Go to College Middle Tercile	Upper Tercile
Really enjoy	19.56%	24.88%	26.18%	32.36%
Enjoy most of time	55.90%	52.33%	59.10%	57.11%
Enjoy some of time	19.39%	17.01%	12.47%	8.76%
Rarely enjoy	3.62%	3.37%	1.41%	.89%
Hate school	1.53%	2.41%	.83%	.89%

The proportions of responses to the answer "Really enjoy school' indicate a relationship between this item and both tercile rank and college attendance. And, as in the case of the relationship between these factors and the high-school curriculum followed, one might ask, "Why is the relationship not more pronounced?"

These data indicate that the high schools have succeeded in making more than 95 per cent of the middle and upper-tercile students enjoy the educational experience at least some of the time. However, the fact that a greater proportion of students in the upper tercile than in the middle tercile profess to hate school might justify some concern. It is not evident, of course, what the responses of the 6,983 lower-tercile seniors to this item would have divulged.

One factor which may have contributed to the enjoyment which the majority of second and third-tercile seniors reported experiencing in high school is the variety of non-academic activities offered by most schools. Participation in some of these activities was related to tercile rank and also to college attendance.

School Activities Participated In	Did Not Go to College		Did Go to College	
	Middle Tercile	Upper Tercile	Middle Tercile	Upper Tercile
Musical organizations	35.56%	40.83%	49.54%	44.91%
Football, basketball, track	35.74%	33.01%	45.15%	37.86%
Physical education classes	68.00%	66.99%	64.54%	68.55%
Clubs, organizations, societies	71.17%	77.99%	83.26%	88.43%
Work (outside job)	40.56%	46.89%	43.50%	46.79%
None	3.08%	2.55%	1.33%	.50%
Others	4.91%	8.13%	7.21%	10.82%
Activities per person	2.59	2.76	2.95	2.98

Participation in clubs, organizations, and societies showed definite relationships with both college attendance and tercile rank. Participation in musical organizations showed greater relationship with college attendance than with tercile rank. Holding an outside job was more closely related to tercile rank than to college attendance. Participation in football, basketball, and track showed a positive relationship with college attendance and a negative relationship with tercile rank.

The ascending order of the number of activities per person shown from left to right in the bottom line indicates a small but consistent trend in the relationship between overall participation and both tercile rank and college attendance. The average of 2.76 activities per upper-ability respondent and the fact that only 2.17 per cent of them failed to particpate in at least one activity emphasizes the widespread popularity of such programs.

TABLE 7

Statistical Data Related to Chapter 10

Category	Those who did not go to college Middle Tercile	 Upper Tercile	Those who did go to college Middle Tercile	 Upper Tercile
Curriculum taken in high school:				
Commercial	593	135	116	40
Agricultural	128	10	34	4
Shop, technical	92	15	22	8
College prep.	332	212	571	544
General	1,079	234	441	182
Other	58	19	17	14
Most important reason for selecting curriculum:				
Only one offered	268	62	137	56
Teacher's advice	35	7	21	4
Counselor's advice	62	26	73	43
Parents' advice	83	23	56	30
Required by sch.	271	50	120	48
Brothers, sisters took it	6	1	1	1
Seemed easiest	24	10	4	3
Required by parents	12	2	5	1
Made best grades in it	88	15	29	12
Fitted vocational plans	870	301	555	456
Seemed interesting	403	95	167	122
Friends took it	17	1	2	0
Brother's, sister's advice	7	2	0	0
"Everyone else" took it	10	2	2	1
Don't know	101	21	18	10
Other	6	3	5	2
How well you like school:				
Really enjoy sch.	449	155	315	255
Enjoy it most of time	1,283	326	711	450

Category	Those who did not go to college Middle Tercile	 Upper Tercile	Those who did go to college Middle Tercile	 Upper Tercile
Enjoy it some of time	445	106	150	69
Rarely enjoy sch.	83	21	17	7
Hate school	35	15	10	7
School activities participated in:				
Musical organizations	819	256	598	357
Football, basketball, track	823	207	545	301
Physical education classes	1,566	420	779	545
Clubs, organizations, societies	1,639	489	1,005	703
Work (outside job)	934	294	525	372
None	71	16	16	4
Others	113	51	87	86

CHAPTER XI

How About Scholarships?

Educational discontinuance of high-school seniors is related to many identifiable factors. Financial ability to attend college is only one of them. Yet the first—and sometimes the only—suggestion for reducing the rate of discontinuance is a scholarship program.

This may be justifiable. It is much easier for a society to provide scholarship funds than to effect a change in a high-school student's sex, family background, vocational aspirations, and other factors related to educational discontinuance. It is also easier to provide scholarship funds than to change social and cultural patterns which make those factors deterrents to educational continuance.

There is little doubt that financial assistance encourages many students to go to college. It is suspected that the practices of colleges in regard to financial assistance for members of the band and athletic teams contributes to the relationship noted in the previous chapter between college attendance and high-school participation in these activities.

In order to get some idea of demands which might be placed on a scholarship program and the results a scholarship program might be expected to achieve, high-school seniors were asked questions relative to financial help necessary to their college attendance.

Of 3,074 middle and upper-tercile seniors who indicated that they planned to go to college the following year, 1,906 or 62 per cent did go. The students who planned to go to college were asked to indicate the extent to which their families would help pay their expenses.

Responses to the items in this question are shown below. The number of responses to some questions analyzed in this chapter was dependent on previous answers by the respondents and consequently considerable variability in the number of responses to the different questions appeared. Because of this variability and because it seemed desirable to assay the quantitative needs of a scholarship program, the actual number of responses to each item, rather than the per cent, is presented.

If You Are Going to College, to What Extent Will Your Family Help Pay Expenses?	Did Not Go to College		Did Go to College	
	Middle Tercile	Upper Tercile	Middle Tercile	Upper Tercile
Pay all expenses	181	58	315	187
Pay most expenses	127	84	377	252
Pay some expenses	382	134	376	286
Pay none of expenses	140	62	67	46

Of the 1,168 seniors who did not carry out their plans to attend college, about 60 per cent had indicated at the time the questionnaire was administered that their parents could pay none or only part of their expenses of attending college. The data show that 718 seniors who scored above the thirty-third percentile on the ACE test and planned to attend college might not have followed their plan because of financial need. Of this group, 196 scored in the upper tercile.

Seniors who did not plan to go to college were asked if they would change their plans if they had more money. Their responses follow.

If You Are Not Going to College, Would You Change Plans and Attend If You Had More Money?	Did Not Go to College		Did Go to College	
	Middle Tercile	Upper Tercile	Middle Tercile	Upper Tercile
Yes	624	160	96	43
No	860	172	30	10

If these responses are taken at face value, it may be assumed that the 43 seniors from the upper tercile and the 96 from the middle tercile who answered *yes* to this question and went to college made necessary financial arrangements and entered. The 10 and 30 who answered *no* but went anyway might have changed their minds for considerations other than financial. The 172 and 860 who answered *no* and did not go would not have gone even with financial help. And the 160 and 624 who answered *yes* but did not go were evidently influenced primarily by the lack of funds.

Only those who answered *yes* to the preceding items were asked to indicate how much additional money they would need in order to attend college. The frequency of responses to the various items is shown below.

How Much More Money Would You Need to Attend College?	**Did Not Go to College**		**Did Go to College**	
	Middle Tercile	**Upper Tercile**	**Middle Tercile**	**Upper Tercile**
Enough to pay all expenses	299	74	28	12
Enough to pay half	295	84	60	35
Enough to pay less than half	45	9	12	7

More than half of the respondents in three of the four groups indicated that they would need enough additional money to pay about half of their expenses in order to go to college. Eighty-four upper-tercile seniors presumably failed to go to college for lack of such an amount.

Students who were planning not to go to college were asked if they could afford to go if they wished. Their responses are indicated below.

Could You Afford to Go If You Wished?	Did Not Go to College		Did Go to College	
	Middle Tercile	Upper Tercile	Middle Tercile	Upper Tercile
Could afford it easily	173	27	18	2
Could barely afford it	344	66	30	16
Could afford it but would involve many sacrifices	548	117	46	18
Could not afford it	467	104	28	6

These frequencies show that more than 50 per cent of both tercile groups who went to college had indicated earlier that they could afford to do so only with many sacrifices if at all. The 27 seniors in the upper tercile and the 173 in the middle tercile who said they could easily afford to go to college but who did not go, provide evidence that the decision to go to college is not assured by the combination of money and aptitude.

Scholarship applications from any of the 117 upper-tercile seniors who could have gone to college only with many sacrifices and from the 104 who could not afford to go would surely attract sympathetic consideration from the administrators of any scholarship program.

For seniors who answered this question and did not go to college, proportions were about the same for the middle as for the upper-tercile groups but with increased numbers. More than a thousand respondents in the middle-tercile group had indicated at the time of their responses that they could not afford to go to college or that their going to college would necessitate many sacrifices. Lack of funds, of course, may not have been the only reason for their plans regarding college attendance.

The cost of a scholarship program is dependent in part on the number of candidates whom it serves and the fraction of their expenses which it assumes. A recapitulation of upper-tercile seniors who did not go to college includes 196 who planned to go and whose parents could pay none or only some of their expenses, 160 who planned not to go but who would have changed plans if they had had more money, and 221 who planned not to go and who could ill afford to go.

Considering the probable duplication in the last two groups, since both planned not to go to college, there were at least 350 upper-tercile seniors in the sample who failed to attend college, primarily, it appears, for financial reasons. And since the sample included approximately 75 per cent of the 1957 seniors of the state, it may logically be assumed that the state contained about 465 such seniors. Failure of this upper-tercile group to continue their education by attending college represents a tremendous loss in potential leadership for the state and for the nation. Much of this loss, apparently, could be avoided by making adequate scholarship funds available.

A scholarship fund providing $1,000 per year for each of these upper-tercile seniors would require $465,000 for grants for one year. If, as more than 55 per cent of one group of respondents indicated, they could attend college if aid amounting to one-half of their expenses or less were provided, then the cost of the program could be substantially reduced.

The distribution of ACE test scores for Arkansas high-school seniors justifies the classification of all who score above the thirty-third percentile as upper-ability seniors and empirical evidence justifies classifying those who make such scores as college-ability seniors. By deductions similar to those used in arriving at the 465 figure for upper-tercile seniors, it can be estimated that approximately 1,500 middle-tercile seniors who graduated from Arkansas high schols in 1957 failed to attend college because they lacked sufficient financial resources.

Calculations indicate that if the proportion of needy students remained at the same level as was indicated for the tercile groups, approximately 900 prospective scholarship candidates would be found among the seniors who scored above the median on the ACE test.

PART IV

Conclusions

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CHAPTER XII

These Facts Stand Out

It was the original purpose of this study to investigate factors related to educational discontinuance of college-ability high-school seniors. Questionnaire forms were submitted in April to members of the 1957 senior class of Arkansas high schools which participated in the state-wide testing program. Participation in that program involved administering the American Councl on Education Psychological Examination and reporting the scores. These scores were necessary to the successful pursuit of the study.

Usable questionnaire responses were received from 12,746 seniors and obviously this number of completed 10-page questionnaires contained an abundance of information—enough, in fact, to allow an intensive study of any item in the questionnaire.

While the scope of the investigation was subsequently broadened to include an analysis of some factors related to educational discontinuance of all—not just college-ability—seniors, care was taken to preserve its original purpose. This was done by exploring with limited intensity all questionnaire items as they related to educational discontinuance. The extensive character of the study was preserved in spite of temptations to pursue more intently certain relationships divulged by the analysis.

Respondents to the questionnaire were typical of all seniors graduating from high schol in Arkansas in 1957. They came from all counties of the state, and there were no significant differences between the following characteristics of the sample and of the state: (1) the proportions of schools of any academic classification, (2) the proportions of predominantly white and predominantly colored schools, and (3) the proportions of male and female students.

A detailed presentation of the findings has been made in Parts II and III of this report. It is the purpose of this chapter to review those findings with particular emphasis on factors which showed considerable relationship with college attendance.

Analysis of responses from the entire sample pointed up noteworthy characteristics of the state in addition to yielding vital information about high-school seniors. The fact that nearly 50 per cent of the respondents lived in rural locations and nearly 70 per cent attended schools with enrollments of 500 students or less bears evidence of the state's diffused population. Both the place of residence of seniors and the size of high school they attended were related to college attendance. The diffused population of Arkansas is a condition which must be given consideration in seeking solutions for its educational problems.

The extent to which Arkansas seniors planned to attend and did attend college was somewhat disappointing. While 45 per cent of the respondents, in April, indicated plans for attending college, only 26 per cent of them were found to be enrolled in college the following fall semester. As has been mentioned earlier, in this study a senior was not considered as having gone to college unless college records verified his enrollment. The relatively low per cent of college enrollees reported here may be attributable in part to this rigorous method of identifying seniors who went to college.

Further analysis of the responses indicated that boys went to college in greater proportion than girls, that white students went in greater proportion than colored students, that seniors from larger schools and from schools with the highest academic rating went in greater proportion than seniors from schools with smaller enrollments and lower ratings, and that students living in cities and towns went in greater proportion than did those living in rural areas.

Younger seniors tended to go to college in greater proportion than the older ones; but the sample was not widely distributed by age, and 87 per cent of the respondents were either 17 or 18 years old.

Of all the factors investigated in this study, the one which appeared to be most closely related to plans for going to college and to the realization of those plans was whether or not a senior pursued a college-preparatory curriculum in high school. Of those who followed such a curriculum, 79 per cent planned to attend college and 56 per cent actually did attend. It is not surprising that this relationship between the pursuit of a college-preparatory curriculum and college attendance should exist. More remarkable was the fact that more than 45 per cent of all the respondents indicated that they followed a "general" curriculum in high school. It is strongly suspected that for many of these seniors, no other curriculum was available.

In another division of the respondents, seniors were grouped according to whether they scored above or below the national median on the ACE Psychological Examination. Seniors who scored above the national median on this test attended college in greater proportion than those who scored below the median. Many more seniors scored below the median than above it, however, and as a result of the disparity in the size of the groups, there were actually more students from the below-median group who attended college than from the above-median group.

It was also observed that seniors who scored above the median and went to college atended out-of-state colleges in greater proportion than seniors who scored below the median and went to college.

The most frequently indicated reason for their choice to go or not to go to college by all respondents was "To prepare for a vocation" and nearly 80 per cent of the seniors who planned to go and subsequently did go to college checked this reason. More than one-third of those seniors who planned to go and did go to college also indicated "To get a liberal education" as a reason for their choice.

Seniors in the group who indicated plans for going to college but did not go checked "Will enable me to make more money" in greater proportion than seniors in the other groups. Perhaps they found other ways to achieve this goal which removed the necessity of attending college.

Seniors who planned not to go to college checked "To be independent" and "To start making money quickly" as reasons for their choice in greater proportions than those seniors who planned to go to college.

In order to make some comparisons of factors related to educational discontinuance as these factors applied to seniors of similar scholastic ability, the 12,000 respondents were divided into three groups according to their scores on the ACE test. Those who scored at or below the thirty-third percentile were designated as the lower tercile; those who scored from the thirty-fourth to the sixty-sixth percentile and those who scored at or above the sixty-seventh percentile were designated as the middle and upper terciles respectively.

The per cent of seniors who went to college increased consistently from the lower to the upper tercile. And within each tercile, a relationship was observed between college attendance and the sex, the family income and the high-school curriculum choice of the seniors. Of these intratercile differences, those related to the high-school curriculum followed by the seniors were the greatest. In other words, with scholastic ability, as indicated by the seniors' ACE tercile ranks, held constant, the high-school curriculum followed by the senior showed the closest relationship with college attendance of the three variables examined in this manner.

To give closer attention to upper-ability seniors, respondents who scored in the lower tercile on the ACE test were omitted from the tabulations as responses to a number of items indicative of the economic, sociological and educational status of the families of the seniors were analyzed. Analysis of these responses provided a more detailed picture of the realtionship between the indicated factors and both college attendance and scholastic ability. Comparisons were made between percentages of responses by four groups of seniors. The four groups were: (1) seniors who scored in the upper tercile and went to college, (2) seniors who scored in the middle tercile and went to college, (3) seniors who scored in the upper tercile and did not go to college, and (4) seniors who scored in the middle tercile and did not go to college. This grouping allowed a comparison between students of comparable scholastic abilities and facilitated identification of factors related to college attendance with ability held constant.

Examination of the grouped responses of these upper-ability seniors indicated that while there was only a slight relationship between attending college and living with both parents in an uncrowded home, there was a close relationship between college attendance and the number and kinds of organizations which parents belonged to as well as the number of books and magazines in the home.

The education of other members of the family and the family attitude toward the seniors' continued education and toward the seniors' vocational plans showed a pronounced relationship with college attendance. College attendance seemed a little more closely related to the education of the mother than of the father and a greater per cent of seniors who went to college than who did not go to college had mothers who had been teachers or had done clerical work before marriage.

The seniors' occupational predictions for themselves showed substantial relationship with college atendance. Seniors who predicted professional careers for themselves went to college in much greater proportion than those who predicted other vocational pursuits.

Some factors which were investigated, such as the occupation of the seniors' parents, reflected both the educational background and the economic status of the parents. These factors showed a relationship both with the students' tercile ranks and with college attendance.

But when factors more specifically indicative of only economic status were studied—factors such as the number of cars owned and the description of the amount of family income—the evidence indicated an obvious relationship between economic status and college atendance but not between economic status and tercile rank.

In fact, there were numerous bits of evidence which indicated that the families of the middle-tercile seniors who went to college were more abundantly blessed with material wealth than those of any other middle or upper-tercile group observed in this study.

The high-school experiences of seniors in the middle and upper terciles were examined to determine the relationships between these experiences and college attendance. The high-school curriculum followed by the seniors showed the closest relationship; the curriculum followed most frequently by seniors who later went to college was the college-preparatory curriculum.

The "most important reason" for choosing the indicated high-school curriculum which was checked with greatest frequency by the seniors was "Fitted vocational plans." Responses also indicated that about one-fifth of the seniors in the middle and upper terciles chose the curriculum they did because it was the only one offered in the schools they attended. A greater per cent of the students who went to college than who did not go "Really enjoyed school."

Participation in school clubs, organizations, and societies and participation in musical organizations and on athletic teams were positively related to college attendance.

Responses regarding the need for financial assistance indicated that more than 450 Arkansas high-school seniors who scored in the upper tercile on the ACE examination and failed to go to college might have attended college had financial assistance been provided.

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CHAPTER XIII

A College Proneness Test

From the multiplicity of evidence examined in this study, it seems clear that a number of barriers to college attendance exist. Some of them have been identified in other investigations of the post-graduation activities of high school seniors.

From whatever geographic section the sample of seniors has been taken, the evidence indicates, for instance, that male high-school graduates attend college in greater proportion than female graduates, that graduates living in cities attend college in greater proportion than those living in rural areas, and that graduates with high scores on recognized measures of college ability attend college in greater proportion than those with low scores. It can be argued, then, that being a girl, living in a rural area, and being unable to make a high score on a test of college ability are barriers to college attendance.

Of course there are others. Attending a school of low enrollment or a school with a low academic classification, following a terminally oriented high-school curriculum, being older than the average high-school graduate, and being a member of a low-income family, according to statistical evidence, are barriers to college attendance.

Membership in a family from which no one has gone to college, membership in a family with few books and magazines in the *home, and marriage have also been identified as barriers to* college attendance.

It should be remembered that a single barrier—or even several barriers—is no guarantee that a given senior will not enter college. Despite the ease with which generalizations are made, a single characteristic is always a poor basis for predicting complex behavior.

To conclude that a high-schol senior who lives in Arkansas has only about one chance in four to attend college would be as ill-founded as to say that Ted Williams has only one chance in thirty-five times at bat to hit a home run because that is the average for the Boston team. It seems much more defensible to conclude that the probability of a student's attending college can be determined through a study of the factors that relate to him as an individual.

It is possible that the greatest ultimate usefulness of this study will not rest in the description of the characteristics of the various segments of the sample which have been examined. As large and representative as was the sample, restriction of the application of these findings to a single state would hardly justify the undertaking of this study. Of much greater value is the identification of factors which might be applicable to individuals in any state. Wide recognition of these factors might contribute to the solution of the problem of increasing the supply of highly-trained personnel —a problem of recognized national concern.

The writers are not unmindful of the precarious nature of predictions regarding individual instances of behavior. Group predictions offer much more comforting odds. But students develop as individuals, are counseled as individuals, make decisions as individuals; and if this study is to make a contributon to students' optmum development, to improved counseling procedures and to wiser decisions, the development of a predictive instrument that can be used with individuals must be attempted.

Without benefit—or handicap—of multiple correlation techniques to arrive at a predictive index regarding college attendance, the writers feel that the evidence justifies the use of a simple rule-of-thumb test which might be applied in predicting a given student's probability of attending college. The score on this test is called the student's *college proneness index*.

Information regarding the items comprising the test is relatively reliable, objective and easy to procure. For most items, the information can be collected or anticipated long before the student becomes a senior in high school. This characteristic, which makes early prediction—and early correction of some adverse factors—possible, adds a measure of usefulness to the index.

In fact, it is anticipated that the most commendable use to which the test may be put is to serve as a guide for the correction of alterable factors for the purpose of increasing the probability of college attendance for those students who have shown evidence of unusual scholastic ability.

The items comprising the test can hardly come as a surprise to one who has read this report carefully. Specific queries, should they arise, will likely be as much concerned with what was left out as with what was included. In general, items were selected which showed a high degree of relationship with college attendance. Factors were eliminated where implied interrelationships suggested a high degree of duplication. Factors, such as marriage plans, likely to apply to relatively small numbers of students were also excluded.

It should be clearly understood that this test is an instrument proposed for use in predicting whether or not a high-school student will *enter* college—not for use in predicting his success in college. The test is shown below.

COLLEGE PRONENESS TEST

(Score 1 point for each "yes" answer. Total points is *college proneness index*.)

1. Will you be 18 years old or younger at the time you graduate from high school?

2. Are you male?
3. Do you like school and have you always been academically successful?
4. Do you attend a high school which holds the highest academic classification in your state?
5. Are you following a college-preparatory or other nonterminal curriculum in high school?
6. Do you participate actively in several high-school activities?
7. Has at least one member of your family attended college?
8. Is your family comfortable economically?
9. Do you have vocational aspirations in which college attendance plays a part?
10. Have you scored above the thirty-third percentile on a nationally recognized test of college ability?

Much as the weather man who predicts rain is criticized by those who do not want rain, the authors who devised the COLLEGE PRONENESS TEST may be criticized by those who feel they are prematurely penalized by certain items in the test. The writers may even be accused of making it difficult for some individuals and some groups to attend college. It is easy to imagine a girl complaining that she can not possibly make the maximum score on the test because of a factor over which she had no control—because she is a girl.

But just as the weather man is responsible for observing and interpreting phenomena relating to the weather—not for creating them—investigators engaged in educational research are responsible only for observing and interpreting phenomena related to the problem under study. The fact, for instance, that being female is statistically a barrier to college attendance is a characteristic of mid-twentieth-century American culture and is a phenomenon the investigators have observed—not one which they have created.

And as has been implied earlier, a single barrier to a roadway or to college does not necessarily exclude the traveler. In an index based on ten items, failure on a single item is not fatal. But the instrument presented here is believed to possess sufficient validity that students with a college proneness index of 10 would go to college almost without exception; and those with an index of zero would fail to attend with comparable consistency. It would also be expected that the proportion of students attending college would rise with each ascending index group.

Completeness can not be claimed for a ten-item test. Obviously, a test of such length and simplicity as the one proposed here can not even include all the known tangible factors related to educational discontinuance to say nothing of less obvious but apparently influential factors which still are unidentified.

It may be noted that the test does not include specific reference to motivation. This is not to deny or even question the importance of motivation as it relates to educational planning and educational success. As an isolated factor, it is omitted in the interest of simplicity and objectivity. However, it is reflected in many of the items which are included.

For instance, motivation is necessary before the choice of a vocation is made. This is true whether the motivation stems from the economic rewards or social prestige associated with the job or from the pleasure of performing the skills the job requires. Once made, the choice of a vocation can serve to intensify motivation. There can be little doubt that a student who has decided to become a lawyer or an accountant will work with increased effort after identifying his objective.

In fact, the identification of an objective which he thinks attainable is usually the basis for most student motivation. But what a high-school student perceives as attainable is dependent on the influences of his home, his schol, and the society of which he is a member.

And the influence of both the home and the school are limited by the society which emcompasses them. These institutions may accurately catalogue the areas of shortages for trained personnel and may persistently propound the benefits of given vocational pursuits; but until job opportunities are perceived as desirable and *attainable* by pupils in school, these opportunities will not be strong factors in the vocational plans and preparation of those pupils.

But attainability of goals is often influenced by restrictions imposed by society as well as by the aptitudes of the students themselves. When a girl realistically appraises or intuitively senses her opportunities for becoming a successful medical doctor or business executive, when a farm boy senses the probability of his becoming a plasterer, when a member of a minority racial or religious group senses his opportunity for becoming a successful candidate for high public office, then those goals seldom continue as strong motivating forces in the lives of those individuals.

The society which demands more productive use of its manpower must remove some of its restrictive practices if optimum use of that manpower is to be achieved.

But within limitations, the schools can contribute to better use of manpower and it is believed that the COLLEGE PRONENESS TEST can assist them in making this contribution. What the test lacks in completnes and precision is more than compensated for in its usability. It is proposed as a tool which can be employed by counselors, school administrators, scholarship donors, loan fund custodians, and students themselves to the end that more realistic choices and wiser decisions may be made regarding college attendance and adequate preparation for it.

The designers of this test recommend its use and invite comments regarding its validity from any counselors who use it with a sizeable group of counselors.

CHAPTER XIV

What Can and Should Be Done

Recommendations regarding factors related to educational discontinuance of high-school seniors should not be made flippantly. The evidence points unmistakeable to the fact that many of those factors are complex in composition and are culturally oriented.

It would be folly to contend that a few twists of the educational wrist could revolutionize practices based on generations of tradition and prescribed by an accumulation of legal statutes. It would be greater folly to contend that the problem of educational discontinuance, because of its complexity, defies solution and that recommendations, because of their futility, are therefore unworthy of consideration. To succumb to such a philosophy would be to deny for mankind even a limited control over his destiny.

But the momentum of the operational mass of the educational, legal, and cultural establishments is a reality which permeates all the factors identified in this study and must be taken into consideration if realistic recommendations are to be made. That this momentum is in part provided by special-interest groups within and without the educational order is undeniable.

When recommendations are made, the delicate relationship between public education and the society which supports it must also be considered. The educational system is charged with providing leadership for society; but decisions as to the directions it will be led and the speed with which it will follow are jealously guarded by the society itself. Realizing these implications, the writers present the following recommendations.

It is recommended that a program of grants and loans be instituted to assist capable and needy high-school students to pursue their education in a suitable educational environment.

In view of the national need for trained personnel, it seems desirable that the national government should participate in such a program. And to effectively increase the supply of trained personnel, the program of grants and loans should supplement—not replace—scholarship and loan programs already in operation.

Such a program should have a twofold purpose. First, it has been indicated in Chapter XI that the most easily altered factor related to educational discontinuance of many seniors is their financial inability to attend college. When this factor is primarily responsible for the failure of capable high-school graduates to attend college, society's loss from this malady could be remedied by a comprehensive program of financial assistance. The program should, therefore, operate to provide grants and loans to high-school graduates of demonstrated scholastic aptitude, defined educational objectives, and apparent financial need. In view of the need for highly trained personnel in many walks of life, it apepars that students of the humanities and social sciences should not be discriminated against in the distribution of aid.

A second purpose of a financial aid program would be to offer assistance prior to high-school graduation to upper-ability students who live in districts where high schools are of small enrollment, of low academic classification, and do not provide a college-preparatory curriculum. Such students would be encouraged to transfer to a high school not presenting these barriers and would be given financial assistance in defraying the additional expenses they would encounter by transferring to such a high school.

In view of the apparent relationship between college attendance and high-school experiences of students, it seems unrealistic to limit support of a college-attendance program to those students who have already completed high school. Evidence indicates that in selecting a high-school curriculum, students are setting a course that will lead toward college or away from college. Effective programs for encouraging college atendance should utilize this information.

The writers realize that many objections might arise from such a proposal. For example, the necessary financial assistance to such students might be great if they are helped through both high school and college. Also, objections to such a program might be made on the grounds that the program would discourage community action toward desirable changes in its own schools.

Therefore, the authors recommend the institution of a pilot program designed to identify upper-ability students in schools of low enrollment, low academic ratings, and limited curricular offerings, and to encourage these students, through counseling and financial assistance, to transfer to schools that do not present these barriers. The experimental plan should involve an adequate geographical area and operate for a sufficient length of time for results to be empirically evaluated and recommendations made for its expansion or discontinuance.

It is recommended that existing school guidance services be improved and immediate steps be taken to implement such services in schools where they are non-existent.

Financial need is not the only barrier to college attendance. Data examined in this study indicated that many seniors capable of doing college work and financially able to attend college did not plan to go and did not go to college. Other evidence indicated that college attendance was related to the student's choice of a potential vocation, his pursuance of a college-preparatory curriculum, and his participation in extracurricular activities. These suggest problems which a scholarship and loan program would not touch.

Through adequate guidance services, an individual analysis of each student's interests, aptitudes, and abilities might be accomplished. This provides a procedure whereby the capabilities of the student might be identified early in his school career. Other guidance techniques could be used to help the individual gain information about the value and requirements for success in various types of occupations and to help him determine the training necessary to enter such occupations.

Through the counseling process, the student might be assisted in making a wise vocational or educational choice and guided into the proper curriculum and into extracurricular activities compatible with his plans, abilities, and state of development. Underlying causes of decisions not to go to college might be determined and a reappraisal of the situation might be effected.

The rate of discontinuance of college-ability seniors was disproportionately large for seniors who lived in rural areas, for seniors who attended small high schools and high schools of low academic ratings, and for seniors who did not follow a college-preparatory curriculum in high school. It is generally true that guidance services in such schools are inadequate or non-existent.

The writers would like to suggest that where small high schools, for financial reasons, cannot employ a guidance counselor, two or three such schools pool their resources and hire a single counselor. This counselor would distribute his services among the participating schools. While having an individual counselor in a single school is recognized as a better practice, the above suggestion provides a way whereby small schools might have the benefits of a part-time counselor rather than have no counselor at all.

It is recommended that states which have a preponderance of schools with low enrollments and limited curricular offerings initiate and vigorously pursue programs designed to correct this situation.

It is doubtful that programs of grants and loans and guidance services alone could effect the optimum level of educational continuance of seniors who attend small high schools with low academic ratings and undifferentiated curricula. Counselors can effectively assist students in curriculum choices only when there is an opportunity to place students in differentiated educational programs according to the interests, aptitudes, and abilities of the students. If such curricula do not exist in a school, then the counselor is extremely handicapped in his work. Continuous efforts should be made to improve the schools themselves. Among the methods for achieving such improvements are the establishment of differentiated curricula and the amelioration of existing school offerings.

When changes and additions to the curriculum are impractical because of financial costs or an insufficient number of students, consideration should be given to consolidating schools of low enrollments and low academic ratings. The writers recognize that such changes have social cultural, and legal implications. Because of these factors, only concerted action by many people in the community, district, or state can implement such changes. Until improvements in such schools are accomplished, the educational needs of students and of society can not possibly be met. The potential benefits of the recommended scholarship and guidance programs are recognized as relatively inconsequential when compared with the benefits which could accrue from substantial improvement in *all* the schools attended by *all* the pupils.

> *It is recommended that the Arkansas State Department of Education, local school administrators, college student-personnel directors, and other interested individuals conduct intensive studies of the variables included in this study.*

It has been previously stated that the study reported here was designed as an extensive study of many factors related to educational discontinuance of high-school graduates. Conscious effort was made to preserve its extensive nature. However, the data procured for this study is suitable for making intensive studies of many factors and for exploring many relationships. The size of the total sample makes it possible to hold certain variables constant by selective sampling. For example, if it were desired to study the relationship between two variables with sex held constant, sub-samples of adequate size could certainly be drawn from either sex to make such a study. By this procedure, almost any other variable included in the questionnaire form could be held constant.

In fact, by repeated selection, several variables could be held constant in this manner and the remaining sample be sufficiently large for statistical treatment.

Intensive study could also be made of students from certain school districts, counties, or other geographic locations by selective sampling. The project directors hope that the wealth of data assembled for this study will be used for intensive studies that could benefit the state as a whole or various sections of the state.

> *It is recommended that a follow-up study be made of the seniors comprising the sample for this study who attended college to determine what variables are related both to college attendance and to success in college.*

While a number of factors relating to college success have been investigated in other studies, there are still many opportunities to study additional factors. The wealth of data assembled for this study of factors related to educational discontinuance no doubt contains information that could be used for the study of factors related to success in college. As indicated in an earlier section of this report, the data used in this study was processed on IBM cards and thus is readily available. Such a study should investigate characteristics of seniors who entered college as those characteristics relate to the seniors' success in college after the completion of one, two, three, or four years of college work.

This recommendation is not meant to imply that the only valuable data in this study concerns high-school seniors who planned to go to college and did or did not subsequently attend. Nor was it the intention of the project directors to consider college attendance as the only desirable post-graduation activity for a high-school senior. Emphasis was placed on this topic because that was the original purpose of this study. But many of the 9,352 seniors who did not go to college, no doubt, chose wisely in deciding their post-graduation activities.

There is also no doubt in the writers' minds that there is much information in this study that would be extremely valuable to all those people interested in the welfare of high-school graduates who follow plans other than to attend college. The importance of additional studies involving these people should certainly not be overlooked.

> *It is recommended that a study be conducted to determine the validity of the college-proneness test and to establish college-attendance probability levels associated with the various scores made on it.*

In the preceding chapter, counselors were encouraged to report any use made of the college-proneness test and to indicate the extent of its effectiveness. While these reports could furnish information to be used in gauging the usefulness of the test, it would be more desirable to conduct an empirical study to determine the validity of the instrument. Such a study would determine the college-attendance probability levels associated with each possible test score and explore the consistency of these levels when a given score represented an equal number of affirmative answers but resulted from a different assortment of items. In short, it would be testing the hypothesis that even with its equally weighted items, the test is sufficiently valid to be useful.

The validity of the test should also be studied for each high-school grade with consideration given to "correctable" items on the test. The writers are convinced of the great opportunities for increasing college attendance by effecting changes in students *before* they graduate from high school.

Such a validation study might be initiated through one or several state guidance associations; and scholarship donors might be encouraged to use the college-proneness test and contribute the resulting information to the study.

The importance of a single study, such as described in this report, and the consequences of the publication of its findings are items difficult to appraise. Seldom does the study measure up in these respects to the expectations of the investigators. But in appraising the outcomes of this study, it is well to recall that at least a segment of the American public is presently concerned with the need for an increased supply of highly trained personnel. In this climate, it is hoped that the findings and recommendations of this study will receive thorough consideration. The fact that the problem was recognized and that provisions were made for its study is encouraging.

But these findings and recommendations in themselves will not solve the problem. Attempts to institute the recommendations will uncover operational problems which will in turn require solutions. Life in a complex society can not be reduced to a formula. Problems continually arise and must be faced. Decisions have to be made. Eternal vigilance and continuing effort are the price of many things.

APPENDIX

(QUESTIONNAIRE FORM USED IN THE STUDY)

Do Not Mark in this Space

A C E Score .... ☐
Attending College:
In State .... ☐
Out of State .... ☐
Not Attending .... ☐

A RESEARCH PROJECT CONDUCTED COOPERATIVELY BY THE U.S. OFFICE OF EDUCATION, SOUTHERN STATE COLLEGE, AND ARKANSAS STATE DEPARTMENT OF EDUCATION

The first four questions will be answered the same way by all the students in your school. If you are in doubt about the answer, ask your supervisor.

1. Check in the box the enrollment of your high school:
   (1) Less than 200 .... (1) ☐
   (2) 200-499 .... (2) ☐
   (3) 500-999 .... (3) ☐
   (4) Over 1000 .... (4) ☐
2. Name your high school ....
3. Is your high school predominantly
   (1) White .... (1) ☐
   (2) Colored .... (2) ☐
4. Check the highest rating of your high school
   (1) North Central .... (1) ☐
   (2) A .... (2) ☐
   (3) B .... (3) ☐
   (4) C .... (4) ☐

AFTER HIGH SCHOOL WHAT?

For High School Seniors

In order to provide information about what high school seniors are planning for the next year and to show reasons for these plans, you are being asked to answer the following questions.
Write in the answer where asked and place a check mark in the box after the appropriate word or phrase.

1. Name (Print) ____________________
2. Check the box indicating the place where you live:
   (1) Farm or other rural location ____ (1) ☐
   (2) Town ____ (2) ☐
   (3) City (Little Rock, No. Little Rock, Pine Bluff, Ft. Smith, El Dorado, Hot Spgs. & Texarkana (3) ☐
3. Sex
   (1) Male ____ (1) ☐
   (2) Female ____ (2) ☐
4. Age last birthday. (Fill in Box) ____ ☐
5. Your marital status
   (1) Single ____ (1) ☐
   (2) Engaged to be married ____ (2) ☐
   (3) Married ____ (3) ☐
6. Parents' Status
   (1) Father and Mother living ____ (1) ☐
   (2) Father and Mother dead ____ (2) ☐
   (3 Father living, Mother dead ____ (4) ☐
   (4) Father dead, Mother living ____ (4) ☐
7. If both parents are alive, are they living together?
   (1) Yes ____ (1) ☐
   (2) No ____ (2) ☐
8. With whom do you live?
   (1) Father only ____ (1) ☐

(2) Mother only (2) ☐
(3) Both parents (3) ☐
(4) Husband or wife (4) ☐
(5) Other relatives (5) ☐
(6) Institution (6) ☐

9. Occupation of Father
(1) Profession (Doctor, lawyer, banker, dentist, teacher, minister, engineer, geologist, etc.) (1) ☐
(2) Owns or manages business (store, gas station, photo or barber shop, cafe, hotel, repair shop, insurance agency, newspaper, etc.) (2) ☐
(3) Office work (bookkeeper, cashier, clerk) (3) ☐
(4) Sales (Insurance, real estate, retail store) (4) ☐
(5) Owns or manages farm (5) ☐
(6) Skilled tradesman (carpenter, electrician, machinist (6) ☐
(7) Factory worker (Laborer, farm laborer, janitor, mine worker, oil field worker, timber worker) (7) ☐
(8) Other occupations: (Be specific) (8) ☐
(Write in name of profession and check box

10. Occupation of Mother before marriage
(1) Teacher (1) ☐
(2) Clerical worker (2) ☐
(3) Domestic worker (3) ☐
(4) Other (4) ☐
Write in name of occupation and check box)
(5) Don't know (5) ☐
(6) No occupation (6) ☐

11. Occupation of Mother now if living)
(1) Teacher (1) ☐
(2) Housewife (2) ☐
(3) Other (3) ☐
(Write in name of occupation and check box)

(4) Don't know (4) ☐

12. Education of Father (Check highest level attained)
(1) Did not attend school (1) ☐
(2) Some grade school (2) ☐
(3) Completed eighth grade (3) ☐
(4) Some high school (4) ☐
(5) Graduated from high school (5) ☐
(6) Business, trade or post high school correspondence school (6) ☐
(7) Some college (including teacher training) (7) ☐
(8) Graduated from college (8) ☐

13. Education of Mother (Check highest level attained)
(1) Did not attend school (1) ☐
(2) Some grade school (2) ☐
(3) Completed eighth grade (3) ☐
(4) Some high school (4) ☐
(5) Graduated from high school (5) ☐
(6) Business or trade school (6) ☐
(7) Some college (7) ☐
(8) Graduated from college (8) ☐

14. Of your **older brothers,** how far in school did that **one** go who went farthest?
(1) Have no older brothers (1) ☐
(2) Left school before entering high school (2) ☐
(3) Left school before graduating from high school (3) ☐
(4) Still in high school (4) ☐
(5) Left school after graduating from high school (5) ☐
(6) Attended college but left before graduation (6) ☐
(7) Graduated from college (7) ☐
(8) Now attending college (8) ☐

15. Of your **older sisters,** how far in school did that **one** go that went farthest?
(1) Have no older sisters (1) ☐

(2) Left school before entering high school ....(2) ☐
(3) Left school before graduating from high school..(3) ☐
(4) Left school after graduating from high school..(4) ☐
(5) Attended college but left before graduation....(5) ☐
(6) Graduated from college ....(6) ☐
(7) Now attending college ....(7) ☐
(8) Still in high school ....(8) ☐

16. What language other than English is spoken in your home?

(1) None ....(1) ☐
(2) Italian ....(2) ☐
(3) Spanish ....(3) ☐
(4) Other ....(4) ☐
(Write in and check box)

17. Which of the following ways best describes how your family gets its income? (Check that **one** phrase that best applies)

(1) Professional fees or business profits (including profits of farm owners) ....(1) ☐
(2) Wages or commissions paid for regular work (paid on a monthly or yearly basis)............................(2) ☐
(3) Wages paid for seasonal work (paid on an hourly or daily basis and depending on number of hours worker, including share cropping)..........................(3) ☐
(4) Income from investments ....(4) ☐
(5) Pensions (Government, welfare, other)..............(5) ☐

18. Check after phrase which best describes your family's income:

(1) Frequently have difficulty making ends meet....(1) ☐
(2) Sometimes have difficulty in getting necessities..(2) ☐
(3) Have all necessities but not many luxuries.........(3) ☐
(4) Comfortable but not well-to-do ....(4) ☐
(5) Wealthy ....(5) ☐

19. Curriculum taken in high school (Check after one which **best** describes your curriculum)

(1) Commercial .... (1) ☐
(2) Agriculture .... (2) ☐
(3) Shop or technical .... (3) ☐
(4) College preparatory .... (4) ☐
(5) General .... (5) ☐
(6) Other .... (6) ☐
(Write in and check box)

20. Check the most important reason why you originally selected the curriculum you checked in item 19.

(01) Only one offered in school .... (01) ☐
(02) Teacher's advice .... (02) ☐
(03) Counselor's advice .... (03) ☐
(04) Parents' advice .... (04) ☐
(05) Required by school .... (05) ☐
(06) Brothers or sisters took it .... (06) ☐
(07) Seemed easiest .... (07) ☐
(08) Required by parents .... (08) ☐
(09) Made best grades in this work .... (09) ☐
(10) Fitted vocational plans best .... (10) ☐
(11) Course seemed most interesting .... (11) ☐
(12) Friends took it .... (12) ☐
(13) Brothers or sisters advice .... (13) ☐
(14) "Everyone else" took it .... (14) ☐
(15) Don't know .... (15) ☐
(16) Other .... (16) ☐
(Write in and check box)

Questions 21 through 27 concern the high school activities in which you have previously or are now participating.

21. Musical organizations (band, choir, orchestra) .... ☐
22. Football, basketball, or track teams .... ☐
23. Physical Education classes .... ☐

3

24. Clubs, organizations, societies .... ☐
25. Work (outside job) .... ☐
26. None .... ☐
27. Others .... ☐

(Write in and check box)

28. How well do you like school?
    (1) Really enjoy school .... (1) ☐
    (2) Enjoy it most of the time .... (2) ☐
    (3) Enjoy it some of the time .... (3) ☐
    (4) Rarely enjoy school .... (4) ☐
    (5) Hate school .... (5) ☐

Questions 29 through 37 concern your plans for next year (1957-1958). Check the **one plan** you are now most seriously considering:

29. Get a job
    If yes, check the type of job you intend to get:
    (1) Office work (bookkeeper, cashier, secretarial, clerk, receptionist) .... (1) ☐
    (2) Skilled tradesman (carpenter, electrician, plumber, machinist) .... (2) ☐
    (3) Laborer (factory worker, timber worker, oil worker, construction worker, mine worker) .... (3) ☐
    (4) Sales (insurance, real estate, retail store) .... (4) ☐
    (5) Own or operate farm .... (5) ☐
    (6) Other .... (6) ☐

(Write in name and check box)

30. Work for parents .... ☐
31. Go to College
    If yes, check the college you plan to attend:
    (01) Arkansas Agriculture & Mechanical College .... (01) ☐
    (02) Ark. Agriculture, Mechanical & Normal Col. (02) ☐
    (03) Arkansas Baptist College .... (03) ☐

(04) Arkansas College .... (04) ☐
(05) Arkansas Polytechnic College .... (05) ☐
(06) Arkansas State College .... (06) ☐
(07) Arkansas State Teachers College .... (07) ☐
(08) College of the Ozarks .... (08) ☐
(09) Fort Smith Junior College .... (09) ☐
(10) Harding College .... (10) ☐
(11) Henderson State Teachers College .... (11) ☐
(12) Hendrix College .... (12) ☐
(13) John Brown University .... (13) ☐
(14) Little Rock Junior College .... (14) ☐
(15) Philander Smith College .... (15) ☐
(16) Ouachita Baptist College .... (16) ☐
(17) Shorter College .... (17) ☐
(18) Southern Baptist College .... (18) ☐
(19) Southern State College .... (19) ☐
(20) University of Arkansas .... (20) ☐
(21) Out of State .... (21) ☐
(Write in name and check box)

32. Go to trade school .... ☐
If yes, which school? ____________

33. Go to business school .... ☐
If yes, which school? ____________

34. Go to other school .... ☐
If yes, which school? ____________

35. Do postgraduate work in high school .... ☐

36. Enter the military service .... ☐

37. Other ____________ ☐
(Write in and check box)

Questions 38 through 52 deal with your reasons for making your 1957-195 plans. Check those which apply.

38. To prepare for a vocation .... ☐

39. To be with old school friends ☐
40. To get a liberal education ☐
41. To start making money quickly ☐
42. To please parents or friends ☐
43. To be independent ☐
44. To make friends and helpful connections ☐
45. It is "the thing to do" ☐
46. Foregone conclusion, never questioned why ☐
47. Will enable me to make more money ☐
48. "Everyone here" does this ☐
49. Tired of studying, have had enough education ☐
50. Only thing I can afford to do ☐
51. Like school ☐
52. Other ☐
(Write in and check box)

53. Are you planning to be married within the next year?
(1) Yes (1) ☐
(2) No (2) ☐

54. If you **are going to college** next year (1957-58) to what extent will your family help you pay expenses?
(1) Pay all my expenses (1) ☐
(2) Pay most of my expenses (2) ☐
(3) Pay some of my expenses (3) ☐
(4) Pay none of my expenses (4) ☐

55. If you **are not going to college,** would you change your plans and attend college if you had more money?
(1) Yes (1) ☐
(2) No (2) ☐

56. If you checked "yes" to the last item, how much more money would you need to attend college?
(1) Enough to pay all my expenses (1) ☐

(2) Enough to pay about half .... (2) ☐
(3) Enough to pay less than half .... (3) ☐

57. If you **are not going to college,** could you afford to go if you wished to go?

(1) Could afford it easily .... (1) ☐
(2) Could barely afford it .... (2) ☐
(3) Could afford it but would involve many sacrifices .... (3) ☐
(4) Could not afford it .... (4) ☐

58. How does your family feel about your going to college?

(1) Insists I go .... (1) ☐
(2) Wants me to go .... (2) ☐
(3) Is indifferent .... (3) ☐
(4) Doesn't want me to go .... (4) ☐
(5) Won't allow me to go .... (5) ☐

59. In what occupational area do you think you will most probably be working ten years from now? Naturally, you won't know for sure but check the **one** you think you will do.

(1) Professsion (doctor, lawyer, banker, dentist, teacher, minister, engineer, geologist, nurse, etc.) .... (1) ☐
(2) Own or manage business (store, gas station, photo or barber shop, cafe, hotel, repair shop, insurance agency, newspaper, etc.) .... (2) ☐
(3) Office work (bookkeeper, cashier, clerk) .... (3) ☐
(4) Sales (insurance, real estate, retail store) .... (4) ☐
(5) Own or manage farm .... (5) ☐
(6) Skilled tradesman (carpenter, electrician, machinist) .... (6) ☐
(7) Factory worker (laborer, farm laborer, panitor, mine worker, oil field worker, timber worker) (7) ☐
(8) Other occupations: (Be specific) .... (8) ☐

....

(Write in name of profession and check box)

60. In what vocational area do your parents wish you to follow? Check the most appropriate one.
(1) Profession (doctor, lawyer, banker, dentist, teacher, minister, engineer, geologist, nurse, etc.) .... (1) ☐
(2) Own or manage business (store, gas station, photo or barber shop, cafe, hotel, repair shop, insurance agency, newspaper, etc.) .... (2) ☐
(3) Office work (bookkeeper, cashier, clerk) .... (3) ☐
(4) Sales (insurance, real estate, retail store) .... (4) ☐
(5) Own or manage farm .... (5) ☐
(6) Skilled tradesman (carpenter, electrician, machinist) .... (6) ☐
(7) Factory worker (laborer, farm laborer, janitor, mine worker, oil field worker, timber worker) .... (7) ☐
(8) Other occupations: (Be specific) .... (8) ☐
____
(Write in name of profession and check box)
(9) Parents have not indicated a wish .... (9) ☐

61. Do you have a furnace or central heating in your home?
(1) Yes .... (1) ☐
(2) No .... (2) ☐

62. Do you have running water in your home?
(1) Yes .... (1) ☐
(2) No .... (2) ☐

63. Do you have both hot and cold running water?
(1) Yes .... (1) ☐
(2) No .... (2) ☐

64. Do you have an electric or gas refrigerator?
(1) Yes .... (1) ☐
(2) No .... (2) ☐

65. Do you have a telephone in your home?
(1) Yes .... (1) ☐
(2) No .... (2) ☐

66. Does your family own or rent a deep freeze unit or locker?
(1) Yes ____________________ (1) ☐
(2) No ____________________ (2) ☐

67. Do you have electric lights in your home?
(1) Yes ____________________ (1) ☐
(2) No ____________________ (2) ☐

68. Do you have a television in your home?
(1) Yes ____________________ (1) ☐
(2) No ____________________ (2) ☐

69. Does your family own its home?
(1) Yes ____________________ (1) ☐
(2) No ____________________ (2) ☐

70. How many people live in your home? ____________________ ☐

71. How many rooms are there in your house not counting the bathroom? ____________________ ☐

72. How many people not counting yourself sleep in your room? ____________________ ☐

73. How many passenger cars does your family own?
(1) None ____________________ (1) ☐
(2) One ____________________ (2) ☐
(3) Two or more ____________________ (3) ☐

74. What is the year of your family's **newest** car? Check the year. If you do not know for sure make the best guess you can.
(01) Before 1948 ____________________ (01) ☐
(02) 1948 ____________________ (02) ☐
(03) 1949 ____________________ (03) ☐
(04) 1950 ____________________ (04) ☐
(05) 1951 ____________________ (05) ☐
(06) 1952 ____________________ (06) ☐
(07) 1953 ____________________ (07) ☐
(08) 1954 ____________________ (08) ☐

(09) 1955 ....(09) ☐
(10) 1956 ....(10) ☐
(11) 1957 ....(11) ☐

75. What is the make of your family's newest car?
(01) De Soto ....(01) ☐
(02) Chevrolet ....(02) ☐
(03) Ford ....(03) ☐
(04) Studebaker ....(04) ☐
(05) Plymouth ....(05) ☐
(06) Dodge ....(06) ☐
(07) Chrysler ....(07) ☐
(08) Mercury ....(08) ☐
(09) Pontiac ....(09) ☐
(10) Oldsmobile ....(10) ☐
(11) Packard ....(11) ☐
(12) Nash ....(12) ☐
(13) Buick ....(13) ☐
(14) Lincoln ....(14) ☐
(15) Cadillac ....(15) ☐
(16) Other ....(16) ☐
(Write in and check in box)
(17) No car ....(17) ☐

76. Approximately how many books does your family have in your home?
(1) 0-9 ....(1) ☐
(2) 10-24 ....(2) ☐
(3) 25-49 ....(3) ☐
(4) 50-99 ....(4) ☐
(5) Over 100 ....(5) ☐

Questions 77 through 91 concern magazines to which your family subscribe or **regularly** buy. Check all which apply.

77. Saturday Evening Post .... ☐
78. Readers Digest .... ☐

79. American Boy ☐
80. American Girl ☐
81. Newsweek ☐
82. Field and Stream ☐
83. National Georgraphic ☐
84. Time ☐
85. Life ☐
86. Look ☐
87. Better Homes & Gardens ☐
88. Popular Mechanics ☐
89. Popular Science ☐
90. Progressive Farmer ☐
91. Other ☐

(Write in name and check box)

Questions 92 through 114 concern the organiations to which your father or mother belong: Check all that apply.

92. Business and Professional Women ☐
93. P. T. A. or Mother's Club ☐
94. Quota Club ☐
95. American Legion or V. F. W. ☐
96. Rotary ☐
97. Knights of Columbus ☐
98. Elks ☐
99. Masons ☐
100. Eastern Star ☐
101. Odd Fellows ☐
102. Rebeccas ☐
103. Lions ☐
104. Moose ☐

105. Labor Union .... ☐
106. Farm Bureau .... ☐
107. Grange .... ☐
108. Chamber of Commerce or Community Business Club.... ☐
109. Kiwanis .... ☐
110. Shrine .... ☐
111. League of Women Voters .... ☐
112. Neighborhood or other social card playing group........ ☐
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